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ABSTRACT

The National School Resource Network (NSRN) provides nationwide training events, technical assistance, and information dissemination to assist school personnel in preventing and reducing crime, violence, vandalism, and disruption. The Core Curriculum includes seven courses, each divided into modules. In Course 1, participants are introduced to a step-by-step process for planning and evaluating programs and for bringing together the workshop learning into a series of clearly formulated recommendations to apply in their own communities. This guide, intended for participants in the first course, contains an activity/content summary for each module, worksheets, and background materials. (Author/MLF)

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National School
Resource Network

Core Curriculum in Preventing and Reducing School Violence and Vandalism

Course 1

Putting It All Together and Taking It Home

Participant Guide and Reference Notebook

EA 013 389

January 1980

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Washington, D.C.

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Table of Contents

Course 1

PUTTING IT ALL TOGETHER AND TAKING IT HOME

		Page
Preface		i
About the NSRN Core Curriculum		v
About the Course		1
Module 1.1: Introductory Session		
Course Agenda by Module		3
About the Module		5
Worksheet 1.1.1:	Problems/Solutions Identified	7
Background 1.1.1:	Safe School Factors	9
1.1.2:	Violent Schools-Safe Schools Excerpts	13
1.1.3:	Evaluation Description and Procedure Sheet	19
Transparencies: 1.1.1 - 1.1.5		21
Module 1.2: Introduction to Planning; Awareness		
Course Agenda by Module		27
About the Module		29
Worksheet 1.2.1:	Building Relationships	31
1.2.2:	Assessing the Problem	33
Background 1.2.1:	Overview of Planning Steps	35
1.2.2:	Planning Process	37
Module 1.3: Deciding What To Do		
Course Agenda by Module		39
About the Module		41
Worksheet 1.3.1:	Problems, Goals, Priorities	43
1.3.2:	Case Study	45
1.3.3:	Goals, Resources, Constraints	47
Module 1.4: Deciding How To Do It		
Course Agenda by Module		49
About the Module		51
Worksheet 1.4.1:	Stating Objectives	53
1.4.2:	Task Planning	55
1.4.3:	Planning Process	57
Background 1.4.1:	Sample Planning Process Tools	63
Resource R.1.4.1:	A Successful School and Community Anti-vandalism Program: Doherty High School	67

Table of Contents

Page

Module 1.5 Evaluation

Course Agenda by Module 81
About the Module 83
Worksheet 1.5.1: Matrix of Actual Versus Planned Performance . . 85
1.5.2: Evaluation Design Matrix - An Extended Case . . 87
1.5.3: Evaluation Report Matrix - An Extended Case . . 89
1.5.4: Evaluation Design Worksheet 91
Background 1.5.1: Reading Based on Trainer Lecture 93

Module 1.6: Taking It Home

Course Agenda by Module 103
About the Module 105
Worksheet 1.6.1: Recommendations 107
Background 1.6.1: Ground Rules for Meetings 109
1.6.2: Agenda Setting: A Team Building Starter 111

Module: S - Simulation -- In School Incident

Course Agenda by Module 113
About the Module 115
Background S.1: "Conflict Resolution Strategies" 117

Audiovisual Reference Materials 121

Acknowledgements 129

PREFACE

ABOUT THE NETWORK

The NATIONAL SCHOOL RESOURCE NETWORK (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. Schools need not be the generators of these problems; they are, however, the locus of them. The Network will provide nationwide training events, technical assistance, and information dissemination to assist in making schools safer, more positive places in which to learn.

The objectives of the Network are--

- To assist schools to develop and implement new programs or procedures for preventing and controlling school crime and violence.
- To effect improvements in the confidence with which schools are perceived.
- To increase favorable attitudes regarding the schools' approach toward violence and vandalism.
- To effect reductions in the consequences of school crime and violence.

A National Center and four Regional Centers will be utilized to carry out the mandates of the Network. Also participating in the Network are 33 national organizations which form an active consortium to enhance the Network's service and delivery efforts.

SERVICES TO SCHOOLS

We view the school not in a static "four-walls" sense, but rather as a dynamic component of the total environment of which it is a part. Thus, we see all persons who wish to make schools safer, more positive places to learn as our constituency to be served. This includes teachers, students, school administrators, counselors, community agency/criminal justice representatives, youth advocates, and school security personnel, among others. We will provide the following specific services to this constituency.

- Workshops--We will deliver 40 comprehensive workshops nationwide covering such topics as Planning and Evaluation of Programs To Prevent or Reduce Violence and Vandalism, Physical Environment, Interpersonal Relations, Discipline, Physical Security, Improving School Climate, and School-Parent-Community Cooperation. The focus of our training will be to identify a variety of resources that schools and communities can utilize in understanding their problems and in working to reduce them,

and to facilitate applying these resources to the back-home setting.

- Technical Assistance--We will provide 1,200 days of onsite technical assistance to schools, plus approximately 1,000 telephone/mail contacts and technical assistance bulletins on a minimum of 30 topics.

- Special Presentations--We will conduct a series of special presentations at professional meetings, conferences, workshops, conventions, and other events where significant numbers of professionals, parents, or students are present. These presentations will provide an overview of the issues of school crime, violence, and vandalism, and will suggest solutions tailored to the needs and interests of the audience.

- Information Resources--Technical Assistance Bulletins will be issued to provide "how to" information on successful techniques for preventing or reducing school violence, vandalism, and disruption. The Network is also compiling a Compendium of Resources for use by individuals and organizations working to create safer and more positive environments for learning. The Compendium listing will serve as a significant reference for both research and action use.

WHO WE ARE

The National Center, which coordinates and manages the Network, is operated by the Center for Human Services (CHS), a not-for-profit corporation based in Washington, D.C. The National Center will also develop materials and resources and provide technical services as required.

Four Regional Centers provide training and technical assistance on an area-wide basis. These are--

- National School Resource Network
  Eastern Regional Center
  53 Bay State Road
  Boston, MA 02215
  (617) 353-4554

- National School Resource Network
  Southern Regional Center
  58 - 6th Street, N.E.
  Atlanta, GA 30308
  (404) 872-0296

- National School Resource Network
  Midwestern Regional Center
  6 North Michigan Avenue, Suite 1706
  Chicago, IL 60602
  (312) 782-5838

- National School Resource Network
  Western Regional Center
  18 Professional Center Parkway
  San Rafael, CA 94903
  (415) 472-1227
  (415) 472-2800

Additionally, a Consortium of 34 national organizations, representing a cross section of interests and concerns, will work with the National and Regional Centers to further expand and enhance our service and delivery efforts. The members are listed below:

- National School Boards Association
- American Association of School Administrators
- National Association of Secondary School Principals
- National Education Association
- National Association of School Security Directors
- National Association of Elementary School Principals
- School Planning Laboratory/University of Tennessee
- National Crime Prevention Institute/School of Police Administration/ University of Louisville
- Statewide Youth Advocacy Project, Rochester, New York
- Student Advocacy Center, Ann Arbor, Michigan
- Environmental Center of Houston
- Puerto Rican Youth Public Policy Institute
- Center for Community Justice
- National Office of Social Responsibility
- League of United Latin American Citzens/National Educational Service Centers, Inc.
- Board of Education, City of New York
- National Street Law Institute
- National Youth Work Alliance
- National Committee for Citizens in Education
- Open Road Student Involvement Project, San Francisco, California

- Florida Network of Youth and Family Services, Inc., Tampa, Florida
- National Council of Juvenile and Family Court Judges
- Constitutional Rights Foundation/Law Education and Participation Project
- National Organization of County and Intermediate Educational Service Agencies
- Institute for the Reduction of Crime
- Indiana State Department of Public Instruction
- Institute of Judicial Administration, American Bar Association
- National Urban League, Inc.
- Cleveland-Marshall College of Law, Cleveland State University
- Midwest Race and Sex Desegregation Assistance Centers, Kansas City University
- Desegregation Assistance Center, University of Miami
- Advocates for Children of New York, Inc.
- American Federation of Teachers
- National District Attorneys Association.

THE NETWORK CONCEPT

All organizations comprising the National School Resource Network have committed themselves to the cause of preventing and reducing school violence and vandalism through a sharing of resources and information. This is the focus of all Network activities. It is our conviction that solutions to many of our schools' problems do exist and are being implemented at the local level. By learning from others' successes--be they partial or great--schools and communities can begin now to solve today's problems and build for the years ahead.

ABOUT THE CORE CURRICULUM ON PREVENTING/REDUCING SCHOOL VIOLENCE AND VANDALISM

THE NATIONAL SCHOOL RESOURCE NETWORK APPROACH

The National School Resource Network (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. The network provides nationwide training events, technical assistance, and information dissemination to assist schools in preventing and reducing these problems. The focus of all Network activities is on the collection, sharing, and dissemination of resources--most particularly the ideas and strategies that schools and communities have tried.

A National Center, managed by the Center for Human Services and based in Washington, D.C., and Regional Centers in Boston, Massachusetts; Atlanta, Georgia; Chicago, Illinois; and San Rafael, California, will carry out the mandates for the Network. Also participating in the Network are 34 national organizations which form an active consortium to enhance service and delivery efforts.

THE CORE CURRICULUM

The Core Curriculum includes seven courses designed for delivery either in a comprehensive 5-day workshop incorporating all the courses or in separate special presentations. The seven courses are as follows:

Course 1: Putting It All Together and Taking It Home

This course provides an overview of a planning and evaluation process that participants can apply in implementing ideas and strategies in their own schools and communities. The course also allows participants the opportunity to reflect on workshop content and select from among the ideas and strategies presented those which best meet their schools' needs.

Course 2: Discipline

This course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus will be on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies.

Course 3: School Climate

The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach.

Course 4: Interpersonal Relations

The goal of the course is to introduce approaches and resources to identify, manage, reduce, resolve and prevent crisis and conflict in schools. There is an underlying assumption that hostile incidents and disruptive behavior are expressions of deep hurt, frustration, confusion, anger and misunderstanding. Specific attention will be given to crisis and conflict intervention and management, gang problems, problems of victims, and intercultural relations.

Course 5: Security

This course is designed to address a full range of preventive measures used to improve the security of the school both during and after school hours. It will provide a variety of alternative approaches to school security which will enhance schools' ability to improve the safety and security of the people and property. Special attention will be given to an overview of security problems, use of non-security staff to prevent problems, physical plant security, and design and upgrading of security programs.

Course 6: Environment

The course on environment provides guidance to school staff on ways to change school environments and make them safer. A full range of physical design strategies that can be implemented in schools is presented. Many of the strategies can be applied by school personnel and students. An assessment checklist will allow school personnel to identify environmental problems.

Course 7: The Community as a Problem Solving Resource

Community involvement in the school can help the schools greatly in solving problems of violence and vandalism. In this course a rationale for community involvement is presented, along with specific approaches for increasing school-community linkage. Use of parents and volunteers, the criminal justice community, and community agencies, businesses, and organizations are stressed. Interagency cooperation is also discussed.

About the Course

Course 1 - Putting It All Together and Taking It Home

Background and Rationale

Throughout the workshop a range of solutions and strategies are presented to reduce and prevent violence and vandalism in the schools. It is important for participants to assess the suggested approaches in terms of their own community and then "take home" to their schools and communities those solutions and strategies which might be effective.

In today's era of tightening school budgets, Proposition 13-type cutbacks, and limited resources, it is extremely difficult to initiate new programs in the schools. Without preplanning and careful setting of priorities, little can be accomplished. Without the awareness and support of decisionmakers in the school and community, effecting school-wide change becomes almost an impossibility. The process of making change involves the setting of clear goals and objectives, the targeting of resources (people, places, and funds), and early identification of constraints to action. Evaluation of programs is also important so that ongoing planning is meaningful.

Purpose

This course provides participants with a process for using the data and information gained in the workshop to make changes or initiate programs in their own communities. Participants are introduced to a step-by-step process for planning and evaluating programs and for bringing together the workshop learning into a series of clearly formulated recommendations to apply in "back home" situations.

Module 1.1 provides the participants with an introduction to each other, to the trainer, to the NSRN, and to the workshop. A variety of problems and solutions to violence and vandalism in the school are presented. Module 1.2 provides an overview of a planning process and focuses on building awareness in the community. Module 1.3 focuses on four steps in deciding what to do. Module 1.4 introduces participants to writing objectives and developing task plans in deciding how to start a program. Module 1.5 introduces participants to the evaluation process. Module 1.6 provides a review of the entire planning process and enables participants to formulate recommendations and plans to institute change in their own communities. A simulation exercise will also be offered to help participants identify causes of in-school disorders and to describe some behaviors and strategies for coping with them.

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Total Time 2 hours and 45 minutes (plus 45 minutes for registration)

Module Summary

The goal of the module is to provide an opportunity for participants and training staff to become acquainted and for participants to become familiar with the goals, objectives, content sequence, and materials of the workshop.

Activity/Content Summary	Time
1. Registration	45 min.
A. Sign-In	
B. Complete Problems/Solutions Worksheet	
C. Distribute Materials	
2. Orientation	75 min.
A. Introduction of Trainers	
B. NSRN	
C. Workshop Overview	
D. Ice-Breaker	
3. The Problem	10 min.
4. The Solutions	15 min.
5. Participants' Experiences	30 min.
6. Description of Courses and Modules to be Offered	15 min.
7. Workshop Evaluation	15 min.
A. Rationale	
B. Forms	
C. Procedures to Ensure Confidentiality and Collection of Information Sheet	
8. Wrap-Up	5 min.

About the Module

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Objectives

Participants will be able to--

1. State their goals for attending the workshop
2. Become familiar with the goals, objectives, and procedures of the workshop
3. Understand their dual role as participants--to share and receive information and to apply solutions to their back-home setting
4. State the purpose of the NSRN
5. Define a major problem and at least one solution to violence and vandalism in their schools
6. Understand the rationale, procedures, and forms for evaluating the NSRN workshop and program.

Description of Materials

Transparencies

1.1.1 - 1.1.5 Transparencies support a minilecture on the problems of violence and vandalism in schools.

Participant Worksheet

1.1.1 Problems/Solutions Identified

Handouts

1.1.1 Problems/Solutions Identified
1.1.2 Participant Information Sheet
Participant Daily Evaluation Forms

Background Materials

1.1.1 Safe School Factors
1.1.2 Violent Schools--Safe Schools Excerpts
1.1.3 Evaluation Description and Procedure Sheet

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Worksheet I-D 1.1.1

Participant Worksheet

Problems/Solutions Identified

Directions: On this side of the page, please list any major problems you have identified as critical for your school or community to work on and that you hope to achieve help in solving during this workshop. Problems may be specifically related to: 1) violence and vandalism; 2) school security; 3) school climate; 4) interpersonal relations; 5) discipline; 6) school environment; 7) school-community relations and cooperation; or others.

On the reverse side, please list any solution ideas or strategies in the problem areas or any others that you have found helpful in preventing/reducing school violence and vandalism and creating safer schools which are more positive places for learning.

Problems

Course Putting It All Together and Taking It Home

Module 1.1 Introductory Session

Background I-D 1.1.1

Background Materials

Safe School Factors

The subject of school violence and vandalism has received increasing attention in recent years. Perhaps the most comprehensive treatment of the issue to date is found in Violent Schools--Safe Schools: The Safe School Study, conducted by the National Institution of Education (NIE) in 1977. The three-volume report of the NIE study combines vast amounts of statistical data with concrete and practical recommendations for dealing with the problems. The NIE report, often called the Safe School Study, allows meaningful comparison between common perceptions of the problem of school violence and vandalism and the actual situation in the schools. However, the study also shows the difficulty of compiling data on a national level.

As one begins a review of the data, two factors emerge that seriously affect interpretation of the incidence of violence and vandalism in the schools. The first is the problem of definitions. What precisely is violence, or vandalism? For example, is intimidation or verbal abuse to be considered a violent act? And what should be considered vandalism? Arson? Theft? Acts of destruction committed without malicious intent? A second complicating factor is the differences among the schools studied. The inevitable uniqueness of each case can limit the usefulness of comparisons or generalizations. For example, a rural or small suburban school might not have an elaborate security system, or trained security personnel. An urban school might have such a capability. If there is more theft or vandalism in the suburban school, it would be wrong to conclude that the urban school is less prone to the problems.

A major finding of the Safe School Study is that many of the common assumptions about violence in schools prove to be false. For example, many people believe that schools are the passive and automatic reflectors of the degree and extent of crime and violence in their neighborhoods. Schools are deeply affected by general conditions in society and by specific problems of a given community. However, the Study indicates that schools do not merely reflect the crime rates and patterns of their communities. Instead, schools in urban areas tend to be less violent that their immediate surroundings, while suburban schools are often plagued by more crime problems than their communities. This means at least two things. First, every school is a "community" which must be fully understood on its own terms, not simply responded to with generalizations about "type" or "setting." Simple explanations that link violence and vandalism in schools with what is perceived to be larger and "exterior" tendencies don't work. Second, because schools do not automatically reflect violence patterns in communities, it is evident that teachers, students, and administrators have considerable impact on prevention and reduction of violence and vandalism in their schools.

The Safe School Study characterizes two kinds of secondary schools; one with little violence, the other with little property loss.

Student Violence is Lower in Schools:

1. Whose attendance areas have low crime rates and few fighting gangs
2. That have a smaller percentage of male students
3. That are composed of higher grade levels
4. That are small
5. Where students rate classrooms as well disciplined, where rules are strictly enforced, and where the principal is considered strict
6. Where students consider school discipline as being fairly administered
7. Where there are fewer students in each class and where teachers teach fewer different students each week
8. Where students say that classes teach them what they want to learn
9. Whose students consider grades important and plan to go to college
10. Whose students believe they can influence what happens in their lives by their efforts, rather than feeling that things happen to them which they cannot control.

Property Loss is Lower in Schools:

1. Whose attendance areas have low crime rates
2. Where fewer students live close to the school
3. Which do not have many nonstudents on campus during the day
4. Where families support school disciplinary policies
5. That are small
6. Whose students say that classrooms are well controlled, rules are strictly enforced, and where teachers say they spend more time in nonclassroom supervision
7. Where teachers say that the principal works cooperatively with them and is fair and informal in dealing with staff
8. In which teachers do not express hostile and authoritarian attitudes toward students
9. Whose students value their teachers' opinion of them

10. Where teachers do not lower students' grades for disciplinary reasons

11. Whose students do not consider grades important and do not plan to go to college

12. Whose students do not consider being school leaders important personal goals.

The "safe school" has a system of discipline that is fairly administered and enforced by the principal as well as staff. In a safe school students consider rule enforcement fair and consistent. Parents support and cooperate with the school discipline policy. The safe school has smaller classes and teachers can therefore attend more to each student. In a "safe school," students are clearly aware of the value and relevance of their course work and they recognize the importance of academics and will work toward achievement. Students also feel that the grading system is fair, not punitive, and that mere competition for academic success does not outweigh individual efforts to learn and progress. In a safe school, the administration is active and visible in promoting an atmosphere of fairness, cooperation, and relevance.

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Background I-D 1.1.2

Background Materials

Violent Schools--Safe Schools Excerpts

The National Institute of Education's Violent Schools--Safe Schools study include data on factors associated with school violence and vandalism. The following is excerpted from the study.

FACTORS ASSOCIATED WITH SCHOOL VIOLENCE AND VANDALISM

Statistical analysis has shown that 22 factors are consistently associated with school violence and property loss, even after each factor is weighed against others. The 10 factors associated with violence are:

1. The crime rate and the presence or absence of fighting gangs in the schools' attendance area. It seems that the more crime and violence students are exposed to outside of school, the greater the violence in the school.
2. The proportion of students who are male. Since males commit more violent offenses than females, schools with higher proportions of males have more violence.
3. The grade level in secondary school and the age of the students. The lower the grade level and the younger the students, the more violence in the school. Possible reasons for this have already been discussed.
4. The size of the school. The larger the school, the greater the risk of violence, though the association is not strong.
5. The principal's firmness in enforcing rules and the amount of control in the classroom. The more firmly a school is run, the lower the incidence of violence.
6. Fairness in the enforcement of rules. The absence of fairness, as perceived by students, seems to provoke violence.
7. The size of classes and the number of different students taught by a teacher in a week. Apparently the implication is not only that teachers have better control over smaller classes, but that more continuous contact with the same students helps reduce violence.
8. The relevance of academic courses. Schools where students say that teachers are not "teaching me what I want to learn" have more violence. Students "turned off" by school seem to cause trouble.
9. The importance of grades to students. Schools where students strive to get good grades have less violence.
10. The students' feelings of control over their lives. Schools in which students feel they have little control over what happens to them have more violence.

In addition, there are 12 factors consistently associated with property losses due to crime in schools:

1. The crime rate in the attendance area.
2. Residential concentration around the school. The school's proximity to students' homes may make it a convenient target for vandalism.
3. The presence of nonstudent youth around school, cited by principals as a problem. Evidently, they increase the school's risk of property loss.
4. Family intactness and family discipline. Schools having higher proportions of students from families in which both parents are present, and in which discipline is firm, suffer less property loss due to vandalism and other offenses.
5. School size. In larger schools, where there is more to steal or destroy, property losses will be higher.
6. Rule enforcement, classroom control, and nonclassroom supervision. These again indicate that the more firmly a school is run, the fewer offenses it has.
7. Coordination between faculty and administration. This is another measure of how well the school is run.
8. Hostile and authoritarian attitudes on the part of teachers toward students. As a response to such attitudes, students apparently take it out on the school.

9. Students' valuing their teachers' opinions of them. Schools in which students identify with their teachers have less vandalism.

10. The manipulation of grades as a disciplinary measure. This practice may be seen by students as arbitrary and unfair, with the result that the school again is the victim.

11. The importance of grades to students. Schools where students strive to get good grades have more vandalism.

12. The importance of leadership status to students. Schools where there is intense competition for leadership have greater property losses.

In considering these 22 factors, certain themes emerge. The first is that while community and other background factors have a substantial influence on the amount of violence and property loss, schools are by no means the helpless victims of their circumstances. Many school factors seem to influence the amount of crime that schools experience. A sense of helplessness about the situation may even contribute to the problem by undercutting the positive steps that could be taken.

Second, systematic discipline and strong coordination between faculty and administration, both important factors in school governance, can have a substantial effect in reducing a school's problems.

Third, fairness in the administration of discipline and respect for students is a key element in effective governance. The absence of this characteristic in a school can lead to frustration and aggressive behavior by students.

Fourth, while size and impersonality are associated with school vandalism and violence, impersonality seems to be the more important of the two. Evidently, the closer and more continuous the personal bonds between teachers and students, the lower the risks of violence. In the Phase III Case Studies, respondents frequently mentioned the importance of personal contact. Not only does it increase a teacher's influence with students, but if students are known and can be identified, they are less likely to commit violent offenses. Further, close personal ties between teachers and students may increase the students' commitment to and involvement with the school.

Fifth, the perceived relevance of academic courses is a factor in the amount of violence a school experiences. Sixth, the discovery that striving for good grades at school seems to reduce violence while increasing vandalism does not mean that violent schools are faced with the difficult choice of trading violence for vandalism. There seem to be two syndromes--one for violence and another for vandalism--involving different kinds of students. In particularly violent schools, students are likely to be apathetic about grades, to have given up on school, and to feel that they have little control over their lives. Emphasizing academic achievement in such schools, as seen in the Phase III case studies, is part of the process of building school pride and student commitment, both of which are ingredients in turning violent schools into orderly ones. Many "turned off" students can be turned on again.

The vandalism syndrome, on the other hand, seems more likely to involve students who care about school, but who are losing out in the competition for grades and leadership positions, or who perceive grades as being unfairly manipulated for disciplinary purposes. Denied what they consider fair and adequate rewards by the school, they take aggressive action against it.

If a school is large and impersonal, discipline lax and inconsistent, the rules ambiguous and arbitrarily or unfairly enforced, the courses irrelevant and the reward system unfair, the school lacks a rational structure of order and the basic elements necessary to maintain social bonds, both among students and between students and school. In the absence of these, acts of violence and vandalism, whether for immediate gratification or rebellion, are likely to be common.

Violent Schools--Safe Schools further outlines action strategies for schools to aid in reducing and preventing school violence and vandalism.

Implications for Action

This study was designed to aid Congress in its deliberations on crime and violence in schools, not to formulate a Federal program as such. Hence we confine ourselves to pointing out measures that can usefully be undertaken by local school districts and schools. Some of these can be implemented by local communities themselves, without further assistance; others would require additional resources. The implications for action are organized around major themes of the report.

I. We found that while past increases in crime and violence have leveled off, there is abundant evidence of a problem requiring concerted action. In many respects school crime and violence stem from sources outside the school; but there are steps which schools and school districts can take to reduce such problems.

1. Crime and disruption in schools should be recognized as a significant problem, and the problem should receive the open attention and public concern it deserves. In the course of the study, a tendency to understate or minimize the extent of the problem was sometimes evident. Progress toward solving a problem cannot be made until the problem itself is recognized.

2. If a school district has reason to think that its schools may have a serious problem the dimensions of which are unclear, an assessment of the problem is in order. Some of the methods and instruments developed in the course of this study are suitable for such an assessment, though they should be used with an awareness of their limitations. This approach can also provide detailed information valuable for planning purposes (Chapter 2).

3. If crime and disruption are serious problems in a school or school district, the priority given to the issue must be a primary one. This may require some hard decisions about the relative value of other desirable goals and programs, although it is clear that educational goals cannot be achieved in an atmosphere of violence and disorder. Assigning a high priority to the issue also means that the district administration, backed by the board of education, should provide prominent, active support for efforts to deal with these problems (Chapter 6).

4. School districts and their communities should recognize that schools can do a great deal to reduce crime and disruption. If the feeling that nothing can be done pervades a school, nothing is expected or demanded of students, faculty, or administrators. Yet we found that many schools have managed to control and reduce the incidence of crime and disruption through locally developed and initiated programs (Chapter 5, Case Studies).

5. While schools can and should do a great deal to reduce crime and disruption, an adequate program to deal with the problem requires the consensus, cooperation, and resources which can come only through local planning and coordination supplemented by financial and technical assistance. Social policy is dependent on a measure of consensus among those groups that are affected by and have an effect on social problems. Such consensus begins with the identification of goals to be sought and the means of attaining them. In order to develop an effective program to make schools safe, it is necessary that interested parties in the communities—including parents, social agencies, the police, the courts, and others—join together to plan and implement such programs. Other financial resources and expertise should be available as a supplement to, but not a substitute for, local policymaking and planning.

II. A system of governance providing an equitable structure of order characterizes schools which are working and seems to differentiate safe schools from those which are having problems. Student commitment to the school is an important factor in the safety of schools.

6. Seriously affected schools should give particular attention to the establishment of legitimate and effective governance programs. Such programs involve at least two things: (1) firm, fair, and consistent discipline; and (2) a structure of incentives (such as grades and honors) which adequately rewards students for their efforts and achievements (Chapter 5, Case Studies). Attention should be given to rewarding diverse kinds of accomplishments (including individual improvement) and to broadening the availability of rewards.

7. Schools and their communities should recognize that the role of the principal is important to the success of any school, but that it is the key in schools which are seriously affected by crime and disruption (Chapter 5, Case Studies). Seriously affected

schools require principals who have strong leadership and administrative abilities. Recruitment and selection of such principals is essential. Attention should be given to the career ladder for assistant principals and to their movement into principalships. Specialized training of principals is also needed both in graduate schools and afterwards. Apprenticeships with principals who have demonstrated success in leadership of difficult schools is one method of training. Given the unusual qualities required for this job, incentives should be available to keep talented principals in the schools that need them most.

8. Communities and their school districts should provide the resources necessary to enable principals in seriously affected schools to exercise a leadership role vis-a-vis students as well as teachers. In practical terms, this might mean providing the principal with the assistance necessary to take care of some of the routine business of school administration, leaving the principal free to spend more time with students and teachers. The importance of the principal as a role model for students was evident in the study. Leading by example, putting in long hours, and being visible and available were essential activities. To maintain this posture requires that principals not delegate the functions of educational leadership and maintenance of discipline to others in order to carry out the routine administrative tasks which are part of the job.

9. Teachers and other school personnel require pre- and in-service training for making schools safe. While the principal seems to be a key element in establishing and maintaining a governance system which produces a safe school, the teachers, their relations with the administration, and their abilities in classroom management are also of considerable importance (Chapter 5). Many teachers report that "we weren't prepared for this" when they relate the problems they encounter in schools which have serious problems with crime and disruption. For teachers in seriously affected schools, intensive training in classroom management, perhaps provided in the summer, can be an important means of increasing their skills.

10. Communities and their school districts should increase the number of teachers in schools which are having serious problems with crime and disruption. Classrooms are the safest places in school, and smaller classes are associated with decreased incidence of crime and disruption (Chapters 2, 3, and 5). One response for a school which is having problems is to increase the number of teachers per pupil.

11. Consideration should be given to ways of increasing the "personalization" of secondary schools. School size, student anonymity, and alienation seem to be factors in school crime (Chapter 5, Case Studies). The principal's accessibility and lower student-teacher ratios should help "personalize" larger schools. Increasing the amount of continuous class time that a teacher spends with a given group of students would: (1) increase personal contact with students; (2) in junior highs, ease the transition from elementary schools; and (3) reduce traffic in the halls.

12. Seriously affected schools should provide more relevant courses to students, especially those who are alienated and "turned off" by school. The perceived lack of relevance is associated with apathy and violence in schools (Chapter 5). This is an old problem, but not an intractable one. Voluntary alternative schools and programs, many of which have a good track record with such students, should be considered as one approach.

13. Relationships between the administration and teachers, among teachers, and between the school and the school system are important in producing safe schools and should be supportive in dealing with the problem. "Down the line support" from the board of education and central administration to the classroom was a frequently mentioned necessity for school safety. The support of communities and parents can also help. Within the school, supportive attitudes toward students can help to contribute to a school climate which makes positive identification with the school, or "school spirit," more likely to develop (Chapters 6 and 7 and Case Studies).

III. Security measures and procedures can be helpful in reducing violence and property loss in schools, provided they are not used as a substitute for effective governance. In the absence of adequate leadership and student commitment to the school, security measures can become just another challenge to youngsters bent on attacking the school or other students.

14. School systems with serious problems of violence and vandalism can benefit from the hiring of additional security personnel. The recruitment and training of such personnel should emphasize interpersonal skills as well

security functions. Security personnel be effective in reducing crime and uption in schools. Since they often function as peacekeepers and sometimes counselors, they should be recruited and trained to be able to fulfill these roles properly (Chapters 6 and 7 and Case Studies).

15. Schools experiencing serious problems should give special attention to surveillance and traffic control in areas such as hallways, stairwells, and cafeterias, where violence and disruption are most likely to start. Hallways especially may be strategic locations in troubled schools (Chapter 2, Case Studies). The better a principal is able to control them, the better the chances of restoring order to the school. The more adult hall monitors available, the better the chances of controlling the halls.

16. Schools and school systems should move to improve recordkeeping and reporting of serious problems to the police and other appropriate agencies. Many systems have requirements for the reporting of incidents, but they are often not followed (Chapter 1). School districts facing serious problems of vandalism and violence should review these requirements and, having done so, enforce them. It may be helpful to consult police in formulating guidelines for when they should and should not be called. The establishment and maintenance of recordkeeping systems and the development of reporting guidelines should be undertaken by school systems to ensure uniformity of recording and reporting.

17. Schools and school systems in which crime is a problem should coordinate their efforts with those of local courts. While local courts are central to the administration of juvenile justice, the schools express very little confidence in them (Chapter 6). The schools and courts should work together to plan and coordinate their activities with regard to juvenile (and school-age adult) offenders.

18. Schools and school systems should select security devices with care and with reference to their special needs. There are a great number of such devices available, and they vary in utility and reliability. Principals' responses indicate that security devices in general can be effective, but schools seeking such devices and systems should also seek advice on which ones to acquire and how they may best be used (Chapters 6, 7). Advice from school districts which have used them can be helpful (many large city districts have), and information on their testing and certification is available from various sources cited in Chapter 6.

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Background I-D 1.1.3

Background Materials

Evaluation Description and Procedure Sheet

The National School Resource Network has contracted with the Evaluation/Policy Research Associates, Ltd. (E/PRA) to conduct an ongoing evaluation of the Network's services and its accomplishments. The purpose of this evaluation is to provide continuous feedback designed to improve Network services. Since the evaluation is responsible for determining the short and long range outcomes of Network activities, it requires the involvement of every individual participating in these sessions.

During the course of the workshop you will be asked to complete several short questionnaires which will allow us to evaluate the training program--including the focus, the materials, the trainers, the training itself, and the effects of the training. These questionnaires represent just one facet of a much larger effort to evaluate the operation and usefulness of the Network. A sample of the persons attending the core training workshops will be contacted at a later date (between two and six months after the workshop) to find out whether their attendance at the training has actually helped them in adopting new or better strategies for preventing and/or reducing school violence and/or vandalism.

We would like you to help us by providing some basic information about yourself and your school affiliation and by conscientiously completing the other evaluation materials on a daily basis.

Specific forms have been designed to receive feedback from participants on these workshop activities. They include the following:

1. NSRN-E-04.1 Participant Information
2. NSRN-E-05.1 Participant Daily Evaluation
3. NSRN-E-06.1 Participant Final Summary

All data will be collected by E/PRA staff or collected by Network staff and sent immediately to E/PRA at the close of the training session. This material will be kept under lock and key. Your anonymity will be most carefully protected; and all information which you provide will be held in strictest confidence. No information provided by any individual will be used or released with his/her name or identifying information.

Procedures

When you signed in this morning, you were randomly handed a card with a confidential "respondent code number" on it. This "respondent code number" should be placed on each participant evaluation form completed by you. The use of this code number will ensure the confidentiality of your responses.

Record your number on this sheet in the space provided below for reference throughout the workshop.

Respondent Code Number _____

E/PRA needs to know the identity of each respondent for followup contacts. Therefore, we request that you print your name on the card with your number on it and return it to the workshop participant who volunteers to collect these cards and mail them directly to E/PRA at the end of the session. He or she will keep the cards until the end of the session in case you forget your number.

At this time, you should complete the Participant Information form. You will notice that we have requested information about you (items under number 4) that you are not required to provide. However, the availability of this data would enhance the evaluation of this project, and we would appreciate your volunteering this information about yourself. Please return this form to the "data collection box" located next to the sign-in sheet before you pick up your lunch.

For the remaining days of this workshop, you will be completing the Participant Daily Evaluation at this same time. You will be given your first form now. Please use this instrument to evaluate each session you attend. The first session for today will commence immediately after lunch. Please complete each item and be open and candid with your response. You will return this material to the "data collection box" just before lunch tomorrow. You will be given your form for the next day at that time.

A Participant Final Summary form will be distributed to you for completion after the last session on Friday. These forms will be collected by the trainer who provides the last session.

Your participation in this evaluation is essential to the success of this project. It will help us to improve future workshops and identify workshop activities that are most beneficial for participants. If you have any questions about any aspect of this evaluation or suggestions for improving the instruments, you may consult with the person coordinating the workshop, or you may contact:

Dr. Janice L. Ereth, Project Director
Evaluation/Policy Research Associates, Ltd.
Suite 1010
735 West Wisconsin Avenue
Milwaukee, Wisconsin 53233
(414) 278-0175

Thank you for your cooperation and assistance.

E/PRA NSRN-E-01.1
Revised 10-31-79

A Typical Month for Students

- 282,000 are attacked
- 112,000 are robbed by force, weapons, or threats
- 2,400,000 have something stolen worth less than $10

A Typical Month for Teachers

- 50% verbally abused by students
- 125,000 threatened with physical harm
- 6,000 robbed
- 5,200 attacked (NEA estimates 9,200)
- 1,000 assaulted seriously enough to require medical attention

A Typical Month for Schools

- 2,000 fires set
- 13,000 thefts of school property
- 24,000 reports of vandalism
- 42,000 cases of property damage

A Typical Year of Costs

NIE Safe Schools Study estimates
$200,000,000

Labor for repairs and replacement

+ Alternate buildings and materials

+ Security personnel and hardware

+ Insurance premiums

+ Indirect costs

Fear in Schools

- 3,000,000 students avoid at least three places in school
- 500,000 students afraid most of the time
- 12% of teachers hesitate to confront misbehaving students because of fear

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning; Awareness

Total Time 1 hour and 20 minutes

Module Summary

This module presents an overview of the planning process and allows participants to work through Stage 1 in the process, Building Awareness.

Activity/Content Summary	Time
1. Introduction The need for local schools and communities to plan and implement new programs to reduce and prevent school vandalism is emphasized. A. Review of the Network's Goals B. Our Approach to Planning	10 min.
2. Overview of Planning Stage 1 of the planning process, Building Awareness, is presented. A. WHO Plans Such Programs? B. WHY Plan at All? C. HOW Do We Plan? D. WHAT Is Planned?	10 min.
3. Overview of Building Awareness Necessary steps in building awareness are outlined. School-community relations, organized problem-solving groups, needs assessment or other data, and commitment are introduced. A. Stage 1--Building Awareness B. Readiness	5 min.
4. Steps to Building Awareness Participants explore ways to get people involved in planning, identify problems, and collect data in order to understand problems.	55 min.

About the Module

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning; Awareness

Objectives

Participants will be able to--

1. Identify the steps in building awareness
2. Identify purposes of kickoff meetings.

Description of Materials

Transparencies

1.2.1 - 1.2.11 Transparencies support an overview of the planning process and of the steps involved in building awareness.

Participant Worksheets

1.2.1 Building Relationships
1.2.2 Assessing the Problem

Background Materials

1.2.1 Overview of Planning Steps
1.2.2 Planning Process

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning; Awareness

Worksheet I-D 1.2.1

Participant Worksheet

Building Relationships

1. List key individuals from your school and community that must be involved in planning programs to prevent or reduce school violence and vandalism.

2. List key organizations that must be represented at a planning meeting.

3. When and where can an initial planning meeting be held?

4. Who will contact the persons and organizations listed above?

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning: Awareness

Worksheet I-D 1.2.2

Participant Worksheet

Assessing the Problem

Problem Area: _____

Types of Information (e.g., Number of Juvenile Arrests)	Essential or Supporting Data	Methods for Obtaining the Data	Who and When to Collect Data

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning: Awareness

Background I-D 1.2.1

Background Materials

Overview of Planning Steps

The Planning Process

Steps and Substeps

1. Building Awareness	2. Deciding What To Do	3. Deciding How To Do It	4. Evaluation	5. Future Planning
Getting people involved: building relations with people and organizations	Clarify the problem	State objectives	Focus on aspect of program to evaluate	Levels of planning
Identifying problems: getting acquainted and talking about perceptions	Set goals	Plan tasks: - Identify tasks - Schedule - Assign responsibility - Allocate resources	Collect data	Techniques for planning sessions
Collecting data: learning more about school and community and assessing nature of problem	Establish priorities		Select a standard to compare against	
	Identify constraints and resources			

Course 1 - Putting It All Together and Taking It Home

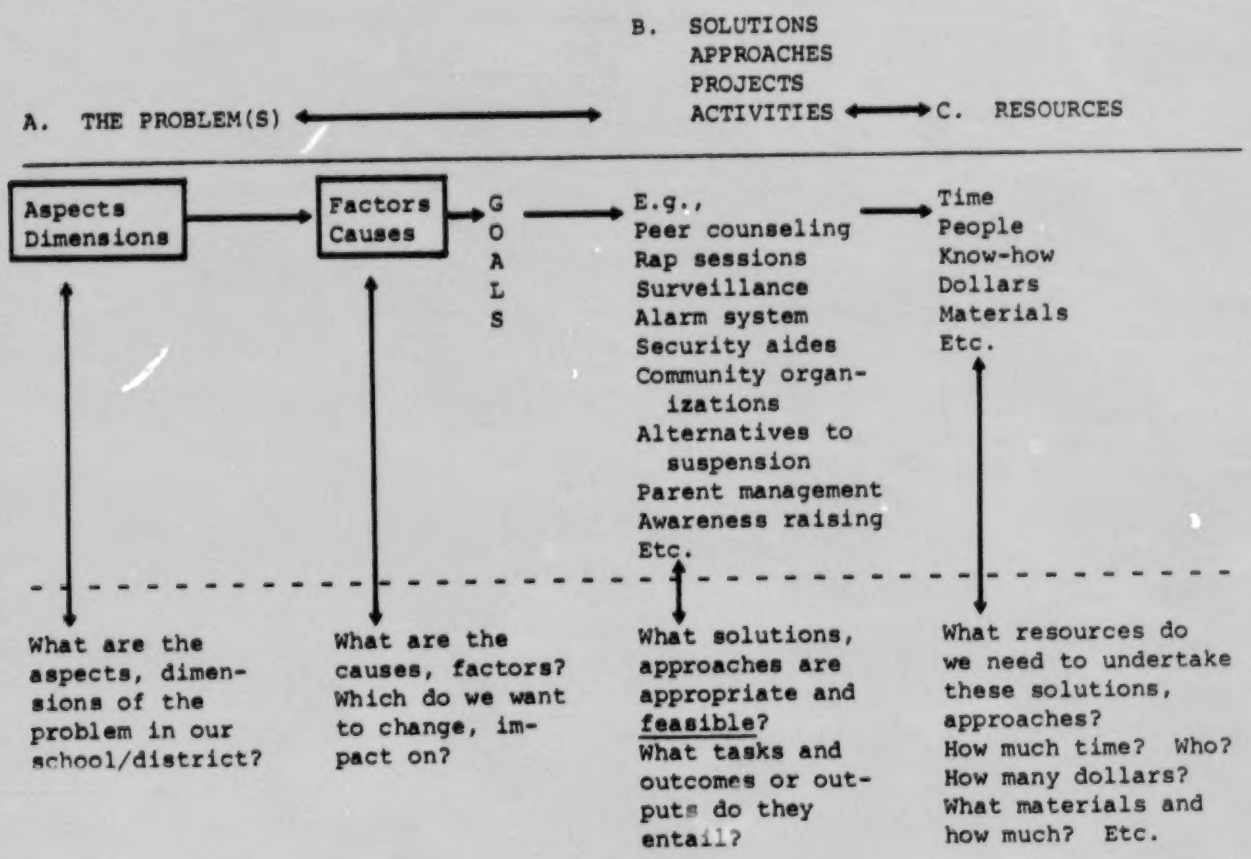
Module 1.2 - Introduction to Planning; Awareness

Background I-D 1.2.2

Background Materials

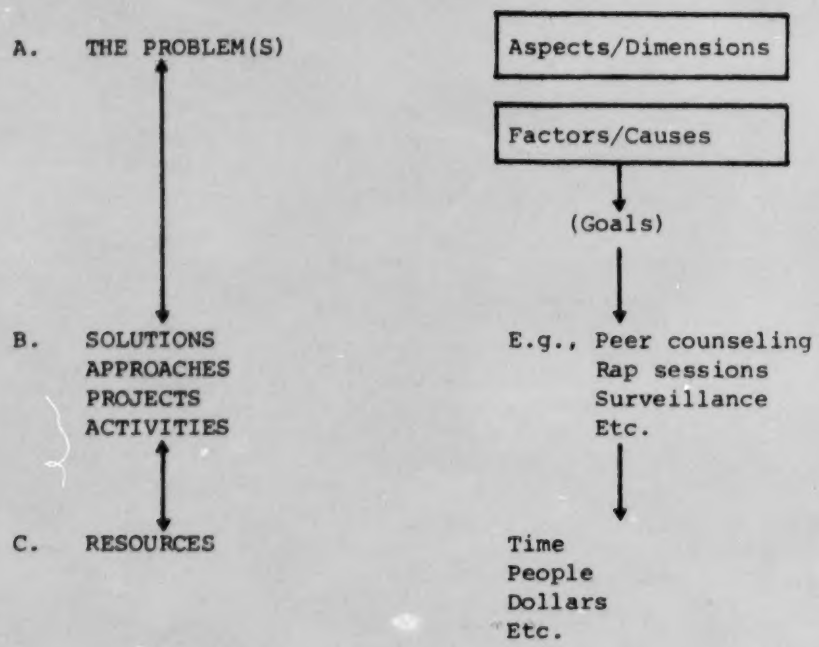
Planning Process

A Horizontal View



The logic of this is to work back from problem to factors to appropriate solutions to required resources and then implement in reverse, i.e., apply the resources, carry out the activities, impact them (hopefully) on the causes/factors that you made your target and (hopefully) reduce the PROBLEM.

A Vertical Arrangement



Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Total Time 1 hour

Module Summary

Participants are facilitated in working through the four steps of Deciding What To Do--the second stage of the planning process.

Activity/Content Summary	Time
1. Module Overview The four steps in Deciding What To Do--clarifying the problem, setting goals, establishing priorities, and identifying constraints and resources--are outlined. A. Review of Preceding Module B. Introduction to Deciding What To Do	5 min.
2. Exercise with Worksheets Participants use two worksheets and work with clarifying problems, setting goals, and establishing priorities from a given set of data.	35 min.
3. Group Discussion Participants discuss the relationship of goals, resources, and constraints in meeting violence and vandalism problems.	15 min.
4. Conclusion	5 min.

About the Module

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Objectives

Participants will be able to--

1. Describe four steps in Deciding What To Do

2. Identify three resources and three constraints in their own communities which will apply to their goals.

Description of Materials

Transparency

1.3.1 Transparency presents the four steps in Deciding What To Do.

Participant Worksheets

1.3.1 Problems, Goals, Priorities
1.3.2 Case Study
1.3.3 Goals, Resources, Constraints

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Worksheet I-D 1.3.1

Participant Worksheet

Problems, Goals, Priorities

Clarify the Problem (State "What Is")	Set Goals (State "What Ought To Be")	Establish Priorities

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Worksheet I-D 1.3.2

Participant Worksheet

Case Study

Falls City, USA, has enjoyed rapid growth in the last decade and now boasts of a population close to one million. Until recently, the city has suffered few "big city problems"; however, of late, problems have been mushrooming. Drugs and discipline have become issues in the schools, particularly the junior high levels, and vandalism is on the rise.

Two years ago representatives from the local railroad company approached the police department alarmed over the rising rate of vandalism to their cars and signals. The police department responded by contacting school board members and other local organizations to form a committee to discuss vandalism problems. Representatives from the phone company, bus system, building contractors group, insurance agency, local banks, and several others joined to discuss the problem.

After meeting several times, the committee had gathered the following data:

- There had been no education in the schools about vandalism.
- On a random sampling, many students said they did not know vandalism was a crime.
- Safety shows had never been done at school.
- Police officers believed that vandals were as likely to be junior high students as high school students.
- A burglar alarm system installed in one school had lowered their vandalism rates considerably.
- Parents were largely unaware of the extent of the problem.

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Worksheet I-D 1.3.3

Participant Worksheet

Goals, Resources, Constraints

Resources	Goal Statement	Constraints

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Total Time 1 hour

Module Summary

This module focuses on Stage 3 of the planning process, Deciding How To Do It. Participants use worksheets to write objectives and develop task plans to meet stated goals.

Activity/Content Summary	Time
1. Module Overview Stages 1 and 2 in the planning process are reviewed, and Stage 3, Deciding How To Do It, is introduced.	5 min.
2. Stating Objectives What, for whom, how well, and when are important elements of stating objectives. Participants complete a worksheet on preparing and writing objectives or use Worksheet 1.4.3 to begin the planning process. A. Minilecture B. Exercise with Worksheet	20 min.
3. Planning Tasks Essential steps in task planning are identifying the task, scheduling, assigning responsibility, and allocating resources. Participants work in groups to develop a task plan to meet their objective. A. Minilecture B. Exercise with Worksheet	25 min.
4. Conclusion A. Questions B. Closing Remarks	5 min.

About the Module

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Objectives

Participants will be able to--

1. List the steps in Deciding How To Do It
2. Describe the components of an objective
3. Identify the steps involved in task planning.

Description of Materials

Transparencies

1.4.1 - 1.4.3	Transparencies illustrate steps in preparing objectives and task planning.
1.4.4	Transparency gives a sample objective for which tasks must be planned.

Handout

1.4.1	Helping Hand-Type Program

Participant Worksheets

1.4.1	Stating Objectives
1.4.2	Task Planning
1.4.3	Planning Process

Background Materials

1.4.1	Sample Planning Process Tools
R.1.4.1	A Successful School and Community Antivandalism Program: Doherty High School. NSRN Technical Assistance Bulletin.

Resources

R.1.4.1	A Successful School and Community Antivandalism Program: Doherty High School. NSRN Technical Assistance Bulletin.

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Worksheet I-D 1.4.1

Participant Worksheet

Stating Objectives

PART I Read each of the objectives and identify the element that is missing from each. It is what, for whom, how well, or when?

1. To create awareness of vandalism prevention by sponsoring a bumper sticker contest for all elementary public school students to develop a vandalism prevention slogan. The contest will occur between October 1 and 20.

   Missing element: _____

2. To develop a two-hour curriculum unit on vandalism prevention by January 1. The unit will be rated satisfactory or better by teachers using the unit.

   Missing element: _____

3. To organize all tenth grade students by the beginning of the second semester so that 90% of them will know how to protect themselves and their belongings en route to and from school.

   Missing element: _____

4. To design and present an assembly for high school students and parents on the subject of school safety and the prevention of violence or vandalism. The ninety minute program will be considered successful if 100 parents or more are in attendance and 40% of the teachers design followup programs in their classrooms.

   Missing element: _____

PART II Read each goal statement and choose one that is of most interest to you. Write at least two objectives based on the goal you select.

Goal: Reduce the number of serious classroom disturbances or discipline problems that interpret the teaching and learning process.

Goal: Eliminate vandalism in school hallways and restrooms.

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Worksheet I-D 1.4.2

Participant Worksheet

Task Planning

IDENTIFY THE TASK	ASSIGN RESPONSIBILITY	SCHEDULE	ALLOCATE RESOURCES

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Worksheet I-D 1.4.3

Participant Worksheet

Planning Process

A. THE PROBLEM(S) School Violence and Vandalism

1. Aspects
   Dimensions

   a - What are the specific aspects/dimensions in your locality? What's the size and shape of it?

   b - Where can such information be found? What are your data sources?

   c - How can those data be gathered? Reported? By whom?

2. Factors
   Causes

   a - What contributes to the problem? What "causes" underlie it? What factors aggravate it?

   b - Which of these causes/factors do you want to zero in on, reduce, eliminate, change in some way? What are your goals?

B. SOLUTIONS
APPROACHES
PROJECTS
ACTIVITIES

a - What approach do you want to take to impact on the selected causes/ factors of the problem?

b - What tasks are inherent in this approach? In what sequence? What would be the outcome or output, i.e., the visible product of each task?

		Outcome/Product/Objective
Task 1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____

Etc.

C. RESOURCE ALLOCATION

a - Time: How much time will each task require? What deadlines?

Use the phasing sheet attached

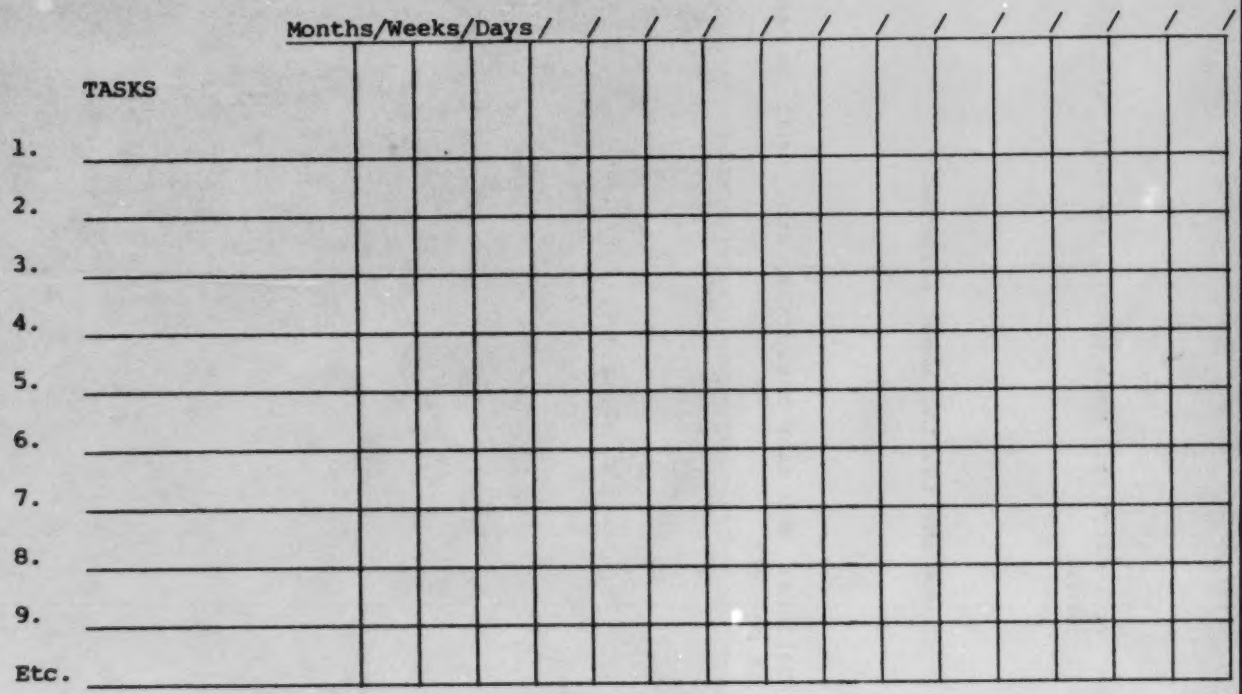
b - People: Who will carry out each task? How much time will he/she specifically need?

Use the tasking sheet attached

c - Materials/Dollars: How many materials, etc., will be needed? What kind of budget?

Use the budgeting sheet attached

PHASING SHEET:



TASKING SHEET:

TASKS	DAYS	N.N.	N.N.	N.N.	N.N.	N.N.	Total days per task
1.		#	#	#	#	#	#
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
Etc.							
Total days per person		#	#	#	#	#	Total days per project

61

BUDGET SHEET:

Cost for	
Personnel	_____
Consultants	_____
Materials	_____
Travel	_____
Per Diem	_____
Facilities	_____
Telephone	_____
Miscellaneous	_____
Total Funds Required	_____

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Background I-D 1.4.1

Background Materials

Sample Planning Process Tools

(See attached)

TOOL #1

The first step will be to set up a time table for completion of the tasks. I am starting at the first of April, the report is due the 26th. I have listed the tasks in sequence, and have identified beginning and ending times for each.

APRIL

Tasks \ Time	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26
1. Completed formats	⊢	—	—	—	⊣													
2. Complete analyses forms				⊢	—	⊣												
3. Provide training					⊢	⊣												
4. Collect data					⊢	—	—	—	—	—	—	—	—	—	⊣			
5. Transfer data									⊢	—	⊣				⊢	⊣		
6. Analyze, interpret															⊢	—	⊣	
7. Prepare report																⊢	—	⊣
8. Deliver report																		⊢ ⊣

64

55

55

TOOL #2

Another tool I have is a chart for estimating the personnel requirements for each task, broken down by type of skill and number of workdays.

Tasks	Due By Day	Estimate of person-days required			
		Asst. Director	Clerk	Sec'y	Total
1. Complete data collection formats	3	1		1	2
2. Complete analysis formats	5	1		½	1½
3. Provide training	6	½	½		1
4. Collect data	14		5		5
5. Transfer data	15	½			½
6. Analyze, interpret	16	½			½
7. Prepare report	18	1		½	1½
8. Deliver report	18	½			½
TOTALS		4 3/4	5 ½	2	12½

65

Now I can calculate my direct labor costs. Given the daily rates below, I calculate the labor costs of the evaluation.

Secretary	@ $41.60/day X	2	days =	$ 83.20
Clerk	@ $32.00/day X	5 1/2	days =	$176.00
Asst. Director	@ $68.00/day X	4 3/4	days =	$323.00
			TOTAL	$582.20

TOOL #3

Below is a simple budget format which I can use to estimate other resource requirements and calculate the total estimated cost of the evaluation. Let me fill in the relevant items and calculate the cost of this evaluation.

ITEM	DOLLARS	DESCRIPTION
Direct labor costs	$582.20	Asst. Director, secretary, and clerk
Fringe (10%)	58.20	
Consultants (@ $90)		
Supplies/materials	10.00	Paper--for dc, analysis, report
Equipment		
Facilities/space		
Postage		
Reproduction	3.00	Analysis and report
Telephone		
Travel		
Per diem		
Miscellaneous	5.00 59	Contingency
Total	$658.40	No overhead charged

National School Resource Network 6

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Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

R.1.4.1

Technical Assistance Bulletin

A Successful School and Community Antivandalism Program: Doherty High School

Summary

The Doherty High School in Colorado Springs Colorado, using comprehensive planning to identify and deal with school problems and goals, established a year-long, antivandalism program. A series of concerts, assemblies, Up Days, and other activities were tailored to Doherty's special needs and resulted in increased school pride and reduced vandalism. The program was instituted in response to a community initiative to reduce vandalism, and is a positive exemplar of the results that can be achieved through school-community cooperation.

The Problem

Doherty High School, in Colorado Springs, Colorado, needed to develop a program to reduce vandalism. For the Colorado Springs community, vandalism was fast becoming a major concern. The local Board of Realtors had planned a community service project to work with the school system in order to reduce vandalism, and had devised with the Board a plan which asked each of the schools in Doherty's district to develop comprehensive, year-long plans to reduce vandalism in their schools. The best plans were scheduled to receive prizes from the Board. To supplement these prizes, the school district set up a fund for each school, allotting 65 cents for each student. Doherty, with 1,800 students, had $1,170 in its fund. Any expenses for replacing school property damaged or destroyed by vandalism during the year were to be deducted from this fund--and whatever money was left over at the end of the year was the school's to spend as it chose.

Doherty's special problem was that although it did not have an unusually high incidence of vandalism, its student body and community lacked school pride, and the attitude of indifference toward the school could, if allowed to continue, lead to more serious problems.

The Solution

Before the school year started, Doherty High School assembled a broadly based planning/action committee made up of representatives from the staff, student body, parents, community, and local businesses, all of whom were concerned about school problems and had the time and energy to work on a year-long project.

As a first step in its initial planning process, the committee identified the needs and goals of the antivandalism project. These were to--

- Create an awareness of the antivandalism campaign and program among all Doherty students and staff
- Create an awareness of the antivandalism campaign and program among the Doherty parents and community
- Develop a sense of pride among Doherty students, staff, parents, and community
- Involve students, staff, parents, and community in specific programs that will promote pride

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- Reduce acts and costs of vandalism.

Next the committee developed a comprehensive program for meeting these identified goals, including a time line, specific antivandalism projects, and the assignment of responsibilities to committee members. Resource people were enlisted and local newspapers and radio stations contacted. Discussions were held with the principal, the student council, the academic council, and the district administrative officer. Suggestions were incorporated and acceptances obtained.

By the beginning of the school year, an enormous amount of time had been expended by the committee considering ideas and enlisting support. As a result, many people at Doherty High School and in the community were given the opportunity to participate in and shape the plans for the antivandalism program; and because people tend to buy into ideas they help shape, support for the program remained at a high level thoughout the year.

Beginning of the Year Activities

In the initial weeks of the school year, word of the program was widely disseminated. The first school newsletter carried an article explaining the program to parents and students and invited them to participate. An open house for parents and announcements to students explained the program in the first few days of school.

Kick-Off Assembly

A popular local disc jockey was enlisted by the planning committee to serve as the master of ceremonies for the program, and to participate in other activities during the school year. For this first kick-off assembly, he conducted three assemblies--the student body is divided into thirds to fit into the auditorium--and introduced the slogan contest.

Slogan Contest

The slogan contest was used to involve students in developing a catchy phrase or logo to use in the antivandalism campaign. Prizes were arranged by the planning committee and included donations from local businesses such as gift certificates for dinner at a popular restaurant and records. One parent, who worked for the Seven-Up Bottling Company, arranged for a donation of 75 silk scarves as prizes. (Because Doherty's colors are blue, green, and white, Seven-Up's green and white scarves were appropriate.) The planning committee gave careful thought to the prizes, as they did every aspect of the antivandalism campaign, and as a result the response was enthusiastic.

Slide Show

A slide show stressing school pride was presented as part of the kick-off assembly. The media teachers, who had volunteered to produce the show in the initial planning period, put the show together for only $100 for film, since the department had other necessary equipment. (The $100 was borrowed from the antivandalism fund provided by the school district.)

Neighborhood Watch

The Colorado Springs Police Department, which the planning committee had held discussions with to enlist their cooperation, provided the school with free "Neighborhood Watch" pamphlets. These pamphlets ask neighbors to look for and report to the police any suspicious happenings at the school after hours. Doherty students distributed these pamphlets to homes and stores in the area around the school.

Up Days

Several Up Days were designated throughout the school year. The disc jockey returned to the school and provided enthusiastic commentaries for each. A half hour was set aside at the end of each Up Day. During the first 15 minutes, music from a live band or records was played over the school loudspeaker system, and teachers and students spent this time cleaning up an area they had selected from a list provided by the planning committee. For the second 15 minutes, the teachers and students went to the school cafeteria for dancing and refreshments--which included Seven-Up Bottling Company which was sold for 5 cents per cup (to cover the cost of distributing supplies.) Many students and teachers participated, the cleaning was very visible, and the rewards were immediate.

One of the Up Days was organized by clubs and organizations and held immediately after hours, which further involved different groups (cheerleaders, Pom Pom, War Game Club) and individuals in "shaping up" certain school areas. Another Up Day became

an Up Night during which custodians supervised and provided equipment for students who wanted to come back to school for an hour of concentrated cleaning. After the students and staff cleaned and danced, they requested that another Up Night be scheduled.

Other Activities

Other activities sponsored by the planning committee included a new game tournament and an ice cream social. Additionally, representatives from Doherty were interviewed about the antivandalism program for local newspapers and radio stations. Finally, in May, the planning committee met to plan how best to spend the money the school had not spent on vandalism.

Results

The program resulted in a 33 percent reduction in the cost of vandalism in the Colorado Springs school district which contained Doherty. Doherty High School felt the program achieved success in developing student and staff awareness of the needless costs of vandalism and in developing pride in Doherty. Additionally, Doherty won the $1,000 cash prize from the Board of Realtors and received the $300 which remained unused in the school district's $1,170 vandalism allotment for Doherty. The total prize money was divided evenly between students and faculty: the students spent their money on an activity display board for listing upcoming events, and the faculty, still undecided, are considering saving theirs until they can purchase a videotape recorder.

Replication Issues

The Doherty model can be utilized by any elementary, junior high, or high schoool, and their community. Attached is a copy of the antivandalism proposal, which contains the objectives and proposed plan of action, a time line, and a report for funds. The final antivandalism report, which contains summaries of activities completed each month and the entire project as well as conclusions.

Required Resources

Most needed is time for the planning and initial resource gathering activities by committee members. This need for sufficient time at the beginning of the project must be made clear.

Also needed is time for a coordinator, approximately four hours per week, on the school staff to act as the focal point for information. This coordinator should be designated by the principal.

Costs will depend on individual school plans. Doherty requested $200 "seed" money, which was spent on film for the slide-tape show, photography display, bumper stickers, and flyers. (Refreshments were donated by Seven-Up, and the charge of five units per cup covered distribution supplies.)

References

Vestermark, Seymour D., Jr., and Blauvelt, Peter D. Controlling Crime in the School: A Complete Security Handbook for Administrators. West Nyack, N.Y.: Parker Publishing Company, Inc., 1978.

Casserly, Michael D. School Vandalism: A Review of Programs. Prepared for the Council of the Great City Schools under LEAA Grant No. 76 NI99 0139, 1977.

Contact Person

Ms. Doris Caine
Assistant Principal
Doherty High School
4515 Barnes Road
Colorado Springs, Colorado 80917

Ms. Caine supervised the program at Doherty High School during the academic year 1978-1979. Although she is not able to answer telephone requests for information, your inquiries can be sent to her in writing.

DOHERTY HIGH SCHOOL
ANTIVANDALISM PROPOSAL

Objectives:

1. To create an awareness of the antivandalism campaign and program among all Doherty students and staff.

2. To create an awareness of the antivandalism campaign and program among the Doherty parents and community.

3. To develop a sense of pride among Doherty students, staff, parents, and community.

4. To involve students, staff, parents, and community in specific programs that will promote pride.

5. To reduce acts and costs of vandalism.

Committee Members:

Staff members:	Sue Stoner
	Doug Johnson
	Dan Roque
	Doris Caine
Student members:	Mike Magee, Student Body President
	Tom Jones
	Sue Bartalo
	Myles Hansen
	Brenda Economy
	Ted Crosswhite
Parent members:	Lola Ward
	Robert Criswell
Community Resource People:	Sean Auglum, Earwax Records
	Gene Shumate, Seven-Up Bottling Company

Source: Doherty High School; Colorado Springs, CO 80917

PROPOSED PLAN

I. Awareness

A. Brief information in September Newsletter about District #11 program--sent to all Doherty parents.

B. Required short assembly to present antivandalism campgain.

1. Assembly will be given three times the first week of October with specific classes attending (accompanied by teachers) so that all patterns I and III students attend.

2. Required assembly for pattern II students, to be held the first week of session C.

3. Local disc jockey to be contacted to be master of ceremonies to present program, purposes, goals, etc. and to introduce and stimulate interest in the slogan contest.

4. Short, dynamic, and memorable slide show to begin developing a sense of pride.

C. Posters and banners hung in cafeteria and lower hall emphasizing pride.

D. Announcements made on hotline about program and slogan contest.

II. On-Going Projects

A. Slogan contest to develop "catchy" slogan, word, or logo to use throughout antivandalism 78-79 campaign.

1. Winner to receive an award, which will be a worthwhile prize, hopefully, to be donated by a business.

2. Slogan to be printed on bumper stickers to be given to Doherty students for their cars. (Partly financed by Seven-Up).

3. Slogan possibly copyrighted so student's name appears on sticker.

B. "Hour glass" kind of display (sculpture) showing allotted funds running out (opposite United Way Fund Raising Barometer). A possible project for the art department.

C. Short announcements made from time to time saying how much was spent or lost because of specific acts of vandalism.

D. Up Day--Cosponsored by Seven-Up.

1. Schedule #3 on October 16, December 19, February 14, and April 4 (tentative dates). Last 30 minutes of school day, clean 15 minutes, and social 15 minutes.

2. All students invited to participate in organized pickup, cleanup, and Seven-Up day. Committee in charge will plan and organize Up Day with school administration and custodians.

3. Specific "jobs" will be given to different groups (i.e., one month certain club members might have a specific duty assigned; another month, specific classes or groups might have a specific duty, etc.)

4. All students who want to be involved pickup and clean inside and outside.

5. Music to work by will be provide ("live" walking music groups, or radio station music piped through PA, etc.).

6. Last part of Up Day (15 minutes) Seven-Up to be sold at a very reduced price and social time. Sometimes Doherty Stage Band--hopefully, other times a volunteer band.

7. Pictures will be taken each Up Day (see E below).

E. Static display of photos taken during Up Day with a "mystery" person picture. Project to be undertaken by photography classes.

1. Display put up after each Up Day in Spartan Room window.

2. Prize given to first person who correctly identifies mystery person.

F. Button contest--Awards made for different categories of buttons concerning pride and "stamp out vandalism," etc.

1. Awards donated by community supporting business.

2. Buttons will be made up and sold with numbers.

3. Prizes given to students wearing button with certain number. Prizes to be donated by supporting merchants. Also merchants to be contacted on possibility of giving automatic small discounts if student comes into store wearing button.

G. Community "watchers."

1. Park and Recreation asked to watch and help with reducing vandalism.

2. Business people in shopping center to the west and neighbors in homes who can see the school to be contacted and asked to report to police any suspicious happenings--to be coordinated with police and school.

3. Parents and students asked to report any vandals with description, car licenses, etc.

H. Individual awards given to students who report incidents that lead to the conviction of vandals.

I. I.D. Campaign

1. Working with Colorado Springs Police Department, contact parents and school neighbors with fliers to advertise the need to mark valuables and offer assistance.

2. Set up "marking teams" who will go to homes to mark valuables for those who request it. These students will have identification and be "trusted" students.

J. Area businesses to be contacted for their support and interest, and possible donations to be used as prizes--i.e., theater tickets, discount or free food.

III. Culminating Projects

New games tournament and ice cream social to further instill pride. Will involve community, parents, students, and staff.

TIME LINE

August 15-31

Committee working on proposal
Report to student council

September
Newsletter to contain general information about district program
Banners and posters to be made and hung
Preparation of slide show and assembly planning

October
Kick-off assembly
Hour glass displayed
Slogan contest and bumber stickers (distributed when ready)
First Up Day (October 16). To be followed by photo display and mysterty picker-Upper contest

December
Up Day and photo mystery contest (December 20)

January
Button contest

February
Up Day (February 14)

March
I.D. campaign in cooperation with Colorado Springs Police Department

April
Up Day (April 1)

May
Committee meets to plan how best to spend the money we didn't spend on vandalism.

Throughout the year, subcommittees made up of different student groups will be working to plan each event in detail.

Announcements will be made from time to time to inform students of how we lost money (the amount and the specific act) and hour glass sculpture display changed.

The original committee will continually evaluate the activities and make necessary changes.

REQUEST FOR FUNDS

We would like to request $200 "front" money. Approximately $100 of this is for the slide-tape show. (Our faculty slide-tape advisers estimate the need for 10 to 12 rolls of film at $8 per roll for purchase and developing.) The other $100 would be used by the art class to do the hour glass sculpture, the photography class for the photography display, part of the cost of the bumper stickers, buttons, and the I.D. campaign fliers.

THOMAS B. DOHERTY HIGH SCHOOL
Charles M. Gaul, Principal

DOHERTY ANTIVANDALISM REPORT

SUMMARY OF ACTIVITIES COMPLETED

August

1. Committee of staff, students, and community people formed.

   a. Meeting held, ideas discussed, objectives decided (1st meeting)
   b. Rough draft amended and finalized, time line planned, responsibilities assigned (2nd meeting)

2. Final proposal presented to and accepted by principal, student council, and academic council.

August 28

3. Proposal submitted to administrative principal.

September 12

4. Work started on developing slide-show emphasizing pride (to be used in kick-off assembly).

5. (September) Article in newsletter to parents and students with explanation of program and invitation to participate.

6. Antivandalism program and objectives presented to parents at open house and to students through 11th period class (student congress representatives) and to staff at faculty meeting.

Implementation of Program - Projects that were completed

October

7. Kick-Off Assembly October 4

Required assembly to kick-off Doherty's program. All students and staff in school attended, and the pride slide show was presented. Tom Brewer, disc jockey from KYSN, was master of ceremonies. The slogan contest announced by student body officer, Myles Hansen. Assembly also attended by three of our community sponsors.

Neighborhood Watch Handouts October 7

Student committee handed out Neighborhood Watch pamphlets and were interviewed over the radio about Doherty's antivandalism program at the grand opening of the new shopping center just east of the school.

Up Day October 16

All classes signed up for specific cleaning assignments through their 11th period student congress representatives. Teachers and students then cleaned their area for about 15 minutes then came to the cafeteria for 5 cents Seven-Up and dancing. Many students and teachers participated and a lot of cleaning took place. Tom Brewer, KYSN, also attended, also, Mr. Shumate, from Seven-Up. (See proposal for details of Up Day.)

Implementation of Program - Projects that were completed (cont)

November — Antivandalism Bumper Sticker Display

A display was made in the display case promoting the slogan contest for the bumper sticker and promoting the antivandalism campaign.

Slogan Contest

The slogan winners announced and prizes awarded during fall pep assembly. One grand prize winner whose slogan was adopted and printed on the bumper sticker received a Cross pen and pencil set, a Seven-Up scarf, a $25 gift certificate for dinner at the Sunbird restaurant, and a $10 certificate for records. Approximately 90 other students won Seven-Up scarves for their entries. (See BUMPER AND PHOTO OF AWARD WINNER.) The prizes were donated by our community sponsors--Seven-Up, Colorado Springs Bottling Company, and Ear Wax Records. We had a tremendous response to this contest with many creative slogans. The winners were selected by the antivandalism committee, plus representatives from our community sponsors. Photos were taken by the photography classes during "Up Day" to be used for the mystery photo picker-upper contest in December.

December — Photo Mystery Contest December 1 - December 20

A display of photos of students working during the last Up Day was made in the display case. More Seven-Up scarves were displayed as prizes for the persons who correctly identified all of the mystery picker-uppers. The photos were taken by the photography classes at the November Up Day and the best had the faces blocked out, so that identification was more difficult. These photos were of students working on the first Up Day. Many students turned in responses to this contest, and three winners received Seven-Up scarves. Awards were made at the social part of Up Day.

December 20 — Up Day

This Up Day was organized through clubs and organizations; i.e., the "D" Club, cheerleaders, Pom Pom, the War Games Club, etc., all signed up for their members to "shape up" certain areas. Students who wanted to participate and were not part of an organization found our Archeion members (student council), who were wearing their Archeion shirts, and they assigned areas to go to, to help. Again, we had 5 cents Seven-Up and music in the cafeteria after the clean up.

February — Up Night February 19

This was a night-time clean up. Students who wanted to participate came back and worked. About 50 students, plus some staff, came back and worked. Super cleaning was done by this group and then they danced. These students requested that we do this again. The custodians were also very pleased with this effort.

SUMMARY

1. Doherty High School believes they were the first school to submit their antivandalism plan.

2. We are proud that it was used by many other schools as a model to design their own plans.

3. We had super community support from--

   a. Seven-Up Bottling Company

      (1) They provided at no cost to us Seven-Up for our Up Days, 100 Seven-Up scarves (which are the Doherty colors), Cross pens and pencil sets, gift certificate for $25 at the Sunbird restaurant.

      (2) Paid for our bumper stickers.

      (3) Attended several planning sessions and antivandalism progrmas at Doherty.

   b. Ear Wax Records, Ski's Sub Sandwich Shop, and Home Builders

      (1) Provided support through donated prizes for contests.

      (2) Attended our kick-off assembly and/or committee meetings.

      (3) Ski's provided us the opportunity for our students to distribute Colorado Springs Police Department neighborhood pamphlets and explain our program over the radio at their grand opening.

   c. KYSN

      (1) Tom Brewer, disc jockey, was our master of ceremonies for our kick-off assembly. (This had to be given three times to accommodate all of our students, so took much of his donated time!)

      (2) Tom Brewer back for our first Up Day.

   d. Lt. Carner, CSPD, arranged for us to get many pamphlets and was very supportive during our planning.

   e. Parents of Doherty Students

      (1) Served on our committee.

      (2) Verbalized their support after viewing the slide show at our open house to be community watchers and close-by neighbors have called us on distrubances they saw.

SUMMARY (cont.)

f. Custodial Staff and Faculty

(1) Our staff supervised Up Days.

(2) Custodians provided cleaning materials and expertise.

4. We feel that our students and staff became aware of our antivandalism program and many participated in the specific events. Students from all groups have helped, not just student council, but all groups were represented--from the handicapped students, to the athletes, to the usually noninvolved kids. Custodians, teachers, administrators have all also became involved.

5. Students have cooperated in reporting and curtailing vandalism.

CONCLUSION

Some of our proposed projects have not been completed for various reasons. The hour glass display idea became too expensive, and we could not obtain the cost of certain acts of vandalism from the district. We decided the button contest was too similar to the slogan contest so dropped it. Lack of time and scheduling conflicts have prevented us from having the April Up Day; however, we feel that the projects that we did do were worthy and successful.

We still plan to continue our projects. We are working on the I.D. campaign that was scheduled for March.

We have lost some of our appropriated money due to acts that we feel were not vandalism done by our students. We are a Park and Recreation building, and the school is used by people from about 6:30 or 7:00 a.m. to 11:00 p.m. six days a week and from 10:00 a.m. to 11:00 p.m. on Sunday.

We did accomplish our goals of making students and staff aware of the needless cost of vandalism, developing Doherty pride, involving students, staff, and community, and we think that our campaign was a success this year.

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Total Time 1 hour

Module Summary

A model is presented for evaluating the effectiveness of a program or project. Participants will actually assess the effectiveness of an illustration of a program to combat school vandalism.

Activity/Content Summary	Time
1. Introduction to the Evaluation Process A definition of the evaluation process is presented.	5 min.
2. A Systems Perception of a Program or Project	10 min.
A. Ingredients of a Project A project is a collection of activities having a common aim; e.g., to reduce school violence and vandalism. Participants look at the logic of these activities.	
B. Applying A Systems View Four main components of a project are reviewed.	
C. Applying A Systems View--A Horizontal Perspective From a systems perspective, a project is a series of activities fueled by inputs and issuing outputs.	
D. Summary of A Systems Perception of Programs and Projects A rationale for the advantages of a systems approach is presented.	
3. The Evaluation Process--The Basic Steps and an Example	15 min.
A. Introductory Comments Participants will look at the evaluation process by way of example.	

Activity/Content Summary	Time
B. The First Step of the Process--Focus This step involves deciding what aspects of the project to keep an eye on.	
C. The Second Step of the Process--Data Collection This step involves gathering data in the area of interest.	
D. The Third Step of the Process--Establishing Standards In order to judge a program's effectiveness, something is needed against which to compare performance.	
E. A Summary of the Evaluation Process	
4. A More Extended Application of the Evaluation Process	25 min.
A. Introductory comments A rationale is presented for looking at the components of a program in a more complex way.	
B. Illustration of an Extended Application of the Evaluation Process Participants analyze an extended example of the evaluation process.	
C. Summary and Questions Concerning the Extended Application Model	
D. Small Group Activity--Evaluation of Effectiveness of a Project Participants are presented with performance data of a program and asked to assess the effectiveness of its operation.	
E. Group Reporting Out Participants report out their findings to the entire group.	
5. Concluding Remarks	5 min.
A. Summary Comments	
B. Optional Task for Participants	

About the Module

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Objectives

Participants will be able to--

1. Analyze a performance report on a project designed to combat school violence and vandalism, including:
   - o Assessing how effective the project is in eight areas of performance
   - o Detecting at least three problem areas that require further inquiry and outlining the direction of the inquiry
   - o Making decisions regarding the project's future based on available data
2. Describe the elements of a systems evaluation model.

Description of Materials

Transparencies

1.5.1 - 1.5.6 Transparencies provide an overview of the major ingredients of a program and steps for evaluating this program.

Participant Worksheets

1.5.1 Matrix of Actual Versus Planned Performance
1.5.2 Evaluation Design Matrix - An Extended Case
1.5.3 Evaluation Report Matrix - An Extended Case
1.5.4 Evaluation Design Worksheet

Background Material

1.5.1 Reading Based on Trainer Lecture

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.1

Participant Worksheet

MATRIX OF ACTUAL VERSUS PLANNED PERFORMANCE

	First Semester Actual	First Semester Planned	Comparison	Judgment
Inputs				
- Cost	$1307	$1500	1307/1500	Underspending 13%
Outputs				
- Rap Sessions	26	36	26/36	72% Effective
- Students Reached	161	250	161/250	64% Effective
Effects				
- Students Returning	115	125	115/125	92% Effective; Not Bad
Impacts				
- Acts of Vandalism	9	14 Last Semester	9/14	36% Fewer; Goal Attained

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.2.

Participant Worksheet

EVALUATION DESIGN MATRIX - An Extended Case

	Second Semester Actual Performance	Second Semester Standard Performance	Comparison
Inputs	(Measures)		
-Cost; total and by type	Total #$ - #$ on film - #$ on material	Total #$ budgeted - #$ for film - #$ for material	Actual Plan
-Time of sessions	Mean # minutes per session	Mean # minutes expected per session	Actual Plan
Ouputs			
-Rap sessions held: total & by time	Total # rap sessions - # on Mondays - # on Tuesdays	Total # scheduled - # scheduled Mondays - # scheduled Tuesdays	Actual Plan
-Attendance	Mean # students attending session - M.# on Mondays - M.# on Tuesdays	Mean # expected to attend - M.# on Mondays - M.# on Tuesdays	Actual Plan
-Individual Students reached: total and by type	Total # ind. students reached - # (%) Male - # (%) Female - # (%) White - # (%) Black - # (%) Hispanic	Total # ind. students expected to be received ((No expectations (here (	Actual Plan
Effects			
-Individual Students returning: total and by type and frequency	Total # ind. students returning - # (%) Male - # (%) Female - # (%) White - # (%) Black - # (%) Hispanic	Total # ind. students expected to return ((No expectations (here (	Actual Plan
Impacts			
-Acts of vandalism: total and by type	Total # acts - # to individual property - # to school property	Total # acts expected (less than in first semester)	Actual Plan
-Cost of vandalism	# of $ damage	# of $ damage in first semester	Actual Plan

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.3

Participant Worksheet

EVALUATION REPORT MATRIX - AN EXTENDED CASE

	Second Semester Actual Performance	Second Semester Planned Performance	Comparison	Judgment
Inputs				
-Cost; total and by type	Total $1220 -film $550 -material $670	Total: $1500 -film $500 -material $1000	1220/1500 = 550/500 = 670/1000 =	80% 110% 67%
-Time of sessions	96 ' per session	60 ' per session	96/60 =	160%
Outputs				
-Rap sessions held: total and by time	Total: 30 -Mondays 12 -Tuesdays 18	Total: 36 -Mondays 18 -Tuesdays 18	30/36 = 12/18 = 18/18 =	83% 66% 100%
-Attendance	Total M.: 17 -Monday M. 6 -Tuesday M. 23	Total M.: 15 -Monday M. 15 -Tuesday M. 15	17/15 = 6/15 = 23/15 =	113% 40% 153%
-Individual students reached: total and by type	Total: 202 -Male 91 (45%) -Female 111 (56%) -White 126 (62%) -Black 43 (22%) -Hispanic 33 (16%)	Total: 250	202/250 =	80%
Effects				
-Individual students returning: total and by type & frequency	Total: 154 -Male 85 (93%) -Female 69 (59%) -White 92 (73%) -Black 34 (78%) -Hispanic 28 (84%)	Total: 125	154/125 =	123%
Impacts				
-Acts of vandalism; total and by type	Total: 4 - to individual property 3 - to school property 1	Last Semester 9	4/9 =	33%
-Cost of vandalism	$4000.00	Last Semester 26,000.00	4000/26,000 =	15%

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.4. EVALUATION DESIGN WORKSHEET

Participant Worksheet

PROGRAM/PROJECT ASPECTS	ACTUAL PERFORMANCE MEASURES	STANDARD PERFORMANCE MEASURES	ANALYSIS & INTERPRETATION

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Background I-D 1.5.1

Background Materials

Reading Based on Trainer Lecture

WHAT IS EVALUATION?

Once a program or project has been implemented, several important questions must be answered:

- Is a program working?
- Is it doing what we want it to do?
- Is it having an effect?
- If not, why not?

Posing and answering these questions is what evaluation is all about. Evaluation, put simply, is--

> A process by which we judge whether a program (or project or instrument or person) is working effectively or not.

WHAT IS A PROGRAM OR PROJECT? A SYSTEMS PERCEPTION

Any evaluation process must start by defining a program or project. Systems perception focuses upon the logic of an activity. Viewed in this way, a program or project is--

> A collection of activities which have a common aim, e.g., the reduction of vandalism.

The logic of such a program may flow as follows:

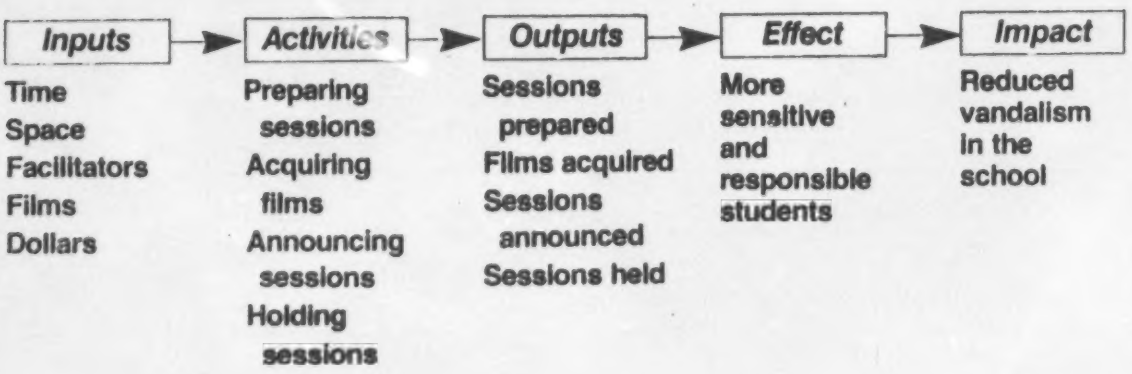
- You want to reduce vandalism.
- One way of achieving that is to make students more sensitive to the costs of vandalism in terms of money, morale, etc.
- One way to make students more sensitive is to hold rap sessions on the problem.
- To support these rap sessions you are going to need time, space, money, facilitators, films, etc.

Applying a Systems View

Impact—Reduction in School Vandalism
Effect—More Sensitive Students
Output—Rap Sessions
Inputs—Time, Space, Films, $, Etc.

Laid on its side this simple project appears as follows:

Systems View of a Project



Every program or project, large or simple, can be diagrammed like that--as a series of activities fueled by inputs and issuing in outputs that trigger off immediate effects that contribute (we hope) to ripple effects (impacts). Specific amounts of resources like time, space, personnel, materials, etc., are channeled into activities like preparing, acquiring, announcing, and holding sessions. Each of these activities must produce a session prepared, a film acquired, announcements made, sessions delivered, and students reached. Hopefully, because of these outputs, something will happen to the students like a positive change in knowledge, a positive change in attitude, and a positive change in behavior. In time, these will contribute to some ripple effects like growth in peer pressure to stop vandalism, reduced destruction of individual and school property, and more constructive behaviors in general.

In summary, a systems perception enables the evaluator to detect the flow of the program or project and to detect its linkages, salient features, and cause-effect sequence. It is useful for more efficient planning, managing, and evaluation of a program or project.

THE EVALUATION PROCESS--THE BASIC STEPS AND A SIMPLE EXAMPLE

In order to gain a better understanding of the evaluation process, we shall apply it to a simple example of a program to reduce school vandalism.

The first step is to decide what aspects of the program you want to keep an eye on. For instance, you may want to keep an eye on--

- The number of rap sessions held
- The number of students reached
- The number of participating students who returned
- The cost of the program
- The number of acts of vandalism occurring in the school during the semester.

You may want to line up your interest areas systemically as follows:

Interest Areas and Measures

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	Number of Dollars Spent	
Outputs —Rap Sessions Held —Individual Students Reached	Number of Rap Sessions Held Number of Individual Students Reached	
Effects —Increased Student Concern	Number of Individual Students Returning to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	Number of Acts of Vandalism	

The second step is to gather data on the above interest areas. For each measure, obtain the actual figures. On cost you can consult financial records; on individuals attending and on rap sessions held you will have to set up a procedure and assign responsibility for gathering those data at each session; the same will be necessary for gathering data on students returning to subsequent sessions, etc. Data collection and reporting procedures have to be well thought out for every measure you are interested in. We will not go into methods and problems of data collection for the sake of brevity, but common sense will often dictate appropriate procedures for gathering the data you need.

Let's say that by the end of the semester the following data on performance were collected and reported:

Actual Performance Data

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	$1307	
Outputs —Rap Sessions Held —Individual Students Reached	26 161	
Effects —Increased Student Concern	115 Individual Students Returned to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	9 Acts of Vandalism	

What do these figures say? They tell you what happened. But, they say nothing evaluatively. They do not say whether what happened was good, bad, or indifferent--which leads to the next step in the process.

To be able to judge whether a program is working effectively, you have to select a standard(s). In other words, you need something against which to compare your performance.

- You want to keep an eye on cost, but in relation to what?
  - Your budget (plan)?
  - Last semester's cost?
  - Another similar project's cost?

- o You want to keep your eye on rap sessions, but in relation to what?
  - The number you planned?
- o You want to keep an eye on individuals reached, but in relation to what?
  - The number you expected to reach?
  - The number reached on Monday compared to Tuesday?
- o You want to keep an eye on students returning, but in relation to what?
  - The number you expected to return?
- o You want to keep an eye on acts of vandalism, but in relation to what?
  - The number for the same period last year?
  - The average number over the past four years?
  - The number occurring in a school the same size as yours?

To evaluate you need to bring standards (a level or measure of performance) to bear on your current performance. The range of standards possible is--

- o NEED (do we measure up to what's needed?)
- o PLAN (do we measure up to what we planned to do?)
- o PAST PERFORMANCE (do we measure up to last year, last quarter?)
- o OTHER SIMILAR PROGRAMS (do we measure up to that other effort?)
- o CONTROL GROUP (used in experiments)
- o DEMAND (do we measure up to demand?)
- o PROFESSIONAL (do we measure up to professional levels of performance?)
- o REQUIREMENTS (do we measure up to what funding agencies require of us?)

Often programs do not have a solid standard because they have little data on past performance, on what other programs are doing, or their own plans are loosely written, without specific expectations beyond spending. Hence, the importance of keeping data and writing good plans.

Now let us bring some standards to bear upon our simple program to reduce vandalism through rap sessions. Let us suppose that the program did have some specific impact, effect, output, and input objectives. You can bring these objectives to bear on the actual performance and you can make some judgments about the program's effectiveness:

Matrix of Actual Versus Planned Performance

	First Semester Actual	*First Semester Planned*	*Comparison*	*Judgment*
Inputs —Cost	$1307	$1500	1307/1500	Underspending 13%
Outputs				
—Rap Sessions	26	36	26/36	72% Effective
—Students Reached	161	250	161/250	64% Effective
Effects —Students Returning	115	125	115/125	92% Effective; Not Bad
Impacts —Acts of Vandalism	9	14 Last Semester	9/14	36% Fewer; Goal Attained

What do these few figures say? What questions do they raise? What actions do they stimulate?

What They Say:

Input
- The project is underspending

Outputs
- The project is having fewer rap sessions than planned

Questions/Actions:

- Where is it underspending, why, should the budget be reduced, what can we do with the surplus dollars?

- Which sessions didn't occur, why, was the schedule too ambitious, was demand low at certain times? Perhaps we should reduce the number planned or change the schedule.

What They Say:	Questions/Actions:
Outputs (cont'd)	
- The project is reaching significantly fewer students than planned	- Why is participation low, what students are coming, what's the profile? Perhaps we need to publicize more, change format, change time.
Effects	
- A significant number of students do return to one or more rap sessions	- How often do they return, what's the profile of the returnees, did they return because they liked it? Perhaps we should publicize this, encourage more to come.
Impacts	
- Vandalism is down this semester	- What other factors might be contributing to this decline, was the actual cost of vandalism down? Let's check that out.

A MORE EXTENDED APPLICATION OF THE EVALUATION PROCESS

The above survey can be expanded, made more comprehensive and therefore more useful, all within the systems framework. You could look not only at total cost but at cost in several areas; you could look not only at the total number of rap sessions held but keep data on the number held on Mondays and Tuesdays, etc.

Suppose that in the second semester of the same school year you expanded the original survey to include more elements and that you expanded your standards to measure these additional elements. By the end of the second semester your matrix might look like the following:

EVALUATION REPORT MATRIX - AN EXTENDED CASE

	Second Semester Actual Performance	Second Semester Planned Performance	Comparison	Judgment
Inputs				
-Cost; total and by type	Total $1220 -film $550 -material $670	Total: $1500 -film $500 -material $1000	1220/1500 = 550/500 = 670/1000 =	80% 110% 67%
-Time of sessions	96 ' per session	60 ' per session	96/60 =	160%
Outputs				
-Rap sessions held: total and by time	Total: 30 -Mondays 12 -Tuesdays 18	Total: 36 -Mondays 18 -Tuesdays 18	30/36 = 12/18 = 18/18 =	83% 66% 100%
-Attendance	Total M.: 17 -Monday M. 6 -Tuesday M. 23	Total M.: 15 -Monday M. 15 -Tuesday M. 15	17/15 = 6/15 = 23/15 =	113% 40% 153%
-Individual students reached: total and by type	Total: 202 -Male 91 (45%) -Female 111 (56%) -White 126 (62%) -Black 43 (22%) -Hispanic 33 (16%)	Total: 250	202/250 =	80%
Effects				
-Individual students returning: total and by type & frequency	Total: 154 -Male 85 (93%) -Female 69 (59%) -White 92 (73%) -Black 34 (78%) -Hispanic 28 (84%)	Total: 125	154/125 =	123%
Impacts				
-Acts of vandalism; total and by type	Total: 4 - to individual property 3 - to school property 1	Last Semester 9	4/9 =	33%
-Cost of vandalism	$4000.00	Last Semester 26,000.00	4000/26,000 =	15%

As you can see, your ability to evaluate the program has been greatly expanded.

Inputs
- The project is underspending again, especially for materials.

Outputs
- Sessions are lasting on the average 60 percent longer than expected.
- The project is holding 17 percent fewer sessions than planned; Monday is a bad day.
- Attendance overall was better than anticipated; Tuesday sessions are too crowded.
- The project didn't reach as many students as desired; more girls are coming than boys.

Effects
- Many more students stay with the sessions, especially boys, blacks and hispanics.

Impacts
- Vandalism is significantly down in acts and costs.

Actions
- The sessions may be contributing to increased student concern about vandalism and having a ripple effect. We are not absolutely sure, but it might be good to keep the sessions going next semester, publicize them more, drop the Monday date and pick another to relieve Tuesday, gather the rap session participants of this year to plan some related projects next year, etc. Do something to retain the girl participants (find out why they dropped out). Get some feedback from participants to test our conclusion that the sessions did have some effect on their knowledge, attitude, and behavior.

CONCLUSION

This brief background piece has sought to give the workshop participants a basic introduction to evaluation by presenting--

- o A systems perception of programs/projects
- o The basic steps and logic of evaluation
- o A simple experience of a survey and a more in-depth study of a project.

Participants are encouraged to go over their own project's plans (present or future) and select the inputs, outputs, effects, and impacts, and relevant standard measures in order to construct their own evaluation design.

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Total Time 1 hour and 45 minutes

Module Summary

In this final planning session, participants develop recommendations and build an agenda for the first planning steps they will take in their own communities.

Activity/Content Summary	Time
1. Course Summary and Module Overview In this final planning session, three aspects of planning will be explored: levels of planning, recommendations, and techniques for initial action in the back-home situation.	5 min.
2. Levels of Planning Four levels of change are presented: individual, classroom, school/neighborhood, and community.	5 min.
3. Group or Individual Exercise: Recommendations Participants write recommendations for programs or action steps suitable for their own schools and communities. A. Introduction B. Exercise with Worksheet	45 min.
4. Group Exercise: Techniques for Conducting Planning Sessions Participants build an agenda for a first meeting of a planning group which they will be able to use in their own communities or will develop first action steps they will take. A. Discussion B. Exercise or Simulation	50 min.

About the Module

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Objectives

Participants will be able to--

1. Identify aspects of planning which are important for successful development of programs
2. Identify several levels of possible change
3. Develop recommendations suitable for their own community's programs
4. Build an agenda for a first planning session to meet a problem in their own community.

Description of Materials

Transparencies

1.6.1 - 1.6.4 Transparencies illustrate the different levels on which change can occur.

Participant Worksheet

1.6.1 Recommendations

Background Materials

1.6.1 Ground Rules for Meetings
1.6.2 Agenda Setting: A Team Building Starter

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Worksheet I-D 1.6.1

Participant Worksheet

Recommendations

Write recommendations for each topic listed below. These are recommendations you believe should be considered by persons to whom you will be reporting upon your return home.

1. Programs we should learn more about.

2. Specific strategies we should consider to reduce school violence and vandalism.

3. Persons or groups that ought to hear about this workshop and the ideas presented.

4. Suggestions for developing a planning process locally.

5. Other

To whom will these recommendations be delivered?

Name _____

Address _____

_____

Phone _____

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Background I-D 1.6.1

Background Materials

Ground Rules for Meetings

1. Start on time.
2. Develop and review the agenda.
3. Conduct one piece of business at a time.
4. Participation is a right . . . and a responsibility.
5. Initiate ideas.
6. Support . . . challenge . . . counter. Differences, resolved constructively, lead to creative problem solving.
7. Give others a chance to talk. Silence does not always mean agreement.
8. Communicate authentically. What a person says should reflect what he or she thinks as well as what he or she feels.
9. Conduct group business in front of the group.
10. Conduct personal business outside of the meeting.
11. Develop conditions of respect, acceptance, trust, caring.
12. Develop alternative approaches to the solution of a problem.
13. Test for readiness to make decisions.
14. Make the decision.
15. Assign followup actions and responsibilities.
16. Summarize what has been accomplished
17. End on time.

Learning Associates, Learning Posters, Boston, 1971.

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Background I-D 1.6.2

Background Materials

166. AGENDA SETTING: A TEAM-BUILDING STARTER

Goals

I. To create and rank-order an agenda for a team-building session.

II. To generate ownership of and commitment to commonly perceived problems facing a work group.

III. To develop effective listening skills.

Group Size

Varies. (This structured experience is intended as an initial activity in a team-development program. The "team" may be any work unit, such as a committee, task force, production line, or decision-making group.)

Time Required

Approximately one hour.

Materials

I. Newsprint, felt-tipped markers, and masking tape.

II. Paper and a pencil for each participant.

Physical Setting

A room large enough for pairs of participants to meet privately. Wall space is needed for posting.

Process

I. The facilitator discusses the goals of the activity and gives a brief overview of the design.

II. Team members are instructed to pair off by selecting a person with whom they have not talked recently.

III. When pairs are assembled in separate places in the room, the facilitator tells them to take turns interviewing each other. The topic for the interview is "What problem situations should we work on in this team-building session?" Each participant will have five minutes to interview his partner. Interviewers are *not* to take notes, but they are to be prepared to report what their interviewee said.

Source: "Agenda Setting: A Team Building Starter," Structured Experience 166, University Associates (Pfeiffer & Jones)

IV. After the interviewing phase is completed, the team is reassembled in a circle. (The facilitator remains outside the circle.) Each member takes a turn reporting to the team (not to the facilitator) what his partner said. The facilitator lists on newsprint each member's suggested problem situations (in the member's own words). Each interviewee then "corrects the record" by adding anything that the interviewer left out or by adjusting any misperceptions. During this phase, team members may respond only by asking questions for clarification.

V. The lists of problem situations are posted on a wall, and the items are numbered. Duplicates are combined or are given the same number.

VI. The facilitator instructs each team member to select, by *number*, the three problem situations that he believes are most important. Then the facilitator tallies on the newsprint the number of members who have indicated each of the items.

VII. The facilitator posts a new list of the items with the highest frequencies in the tally.

VIII. Each participant is instructed to *rank-order* these problem situations independently, in terms of which are most important. The rank "1" is to be assigned to the item that the member believes *must* be discussed if the team-building session is to be successful. The second most pressing situation is ranked "2," and so on.

IX. The facilitator tallies the ranks assigned to each of the items by asking how many members ranked item A as 1, 2, 3, etc. (If there are more than six or seven items, the tally can be based on a "high, medium, or low" ranking.)

X. The facilitator posts the final agenda on newsprint. He leads a discussion of reactions to the agenda-setting process.

Variations

I. The interview time can be varied to take into account the length of the team-building session. In a brief meeting, the interviewers can ask for the *one* problem situation that needs to be faced by the team.

II. The leader of the team (instead of the facilitator) can function as the recorder.

Similar Structured Experiences: *Vol. II:* Structured Experience 45; *Vol. III:* 66; *'73 Annual:* 87.

Suggested Instruments: *'75 Annual:* "Problem-Analysis Questionnaire," "Diagnosing Organization: Ideology."

Lecturette Sources: *'72 Annual:* "Openness, Collusion and Feedback"; *'73 Annual:* "The Sensing Interview"; *'74 Annual:* "Team-Building."

Submitted by John E. Jones.

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Total Time 1 hour and 10 minutes

Module Summary

This simulation asks participants to review and attempt to resolve a school problem. Its purpose is to help participants identify causes of in-school disorders, possible strategies that may be taken, and positive behaviors for coping with such disruptions.

Activity/Content Summary	Time
1. Introduction Trainer reviews the purpose and tasks for the simulation. Special emphasis is placed upon participants responding to the school problem from the perspective of their actual job or role in the school or community.	10 min.
2. Simulation: Part 1 A. Preliminary Directions Trainer divides participants into 5 subgroups based upon their job and representation in the audience. B. Small Group Activity Trainer states the task and purpose of the small group activity. Participants work for 15 minutes to decide upon ways to handle the problem.	20 min.
3. Preparing for Part 2 of the Simulation Trainer requests that a representative come forward from each subgroup. Each member will be representing their respective job/role in this "general meeting" where they will be deciding "what the principal should do and why."	5 min.
4. Simulation: Part 2 The "general meeting" occurs.	20 min.

Activity/Content Summary	Time
5. Presentation of the Way the Problem Was Actually Handled and Discussion	15 min.
A. Trainer Explanation Trainer explains that this scenario actually occurred and presents the manner in which one principal actually handled the incident.	
B. Reading of an 'In-School Incident Scenario: What Actually Happened' and Group Discussion Participants review the actual resolution of the problem, compare it to their suggested strategies, and review which behaviors in the group helped or hindered the resolution of the problem.	

About the Module

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Objectives

Participants will be able to--

1. Identify an in-school problem and list causes of the problem situation
2. Propose strategies for resolving the problem
3. Identify behaviors which help and hinder problem resolution.

Description of Materials

Handouts

S.1 In-School Incident: Setting and Characters
S.2 In-School Incident: Scenario
S.3 In-School Incident Scenario: What Actually Happened

Background Material

S.1 "Conflict-Resolution Strategies"

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Background I-D S.1

Background Materials

"Conflict-Resolution Strategies"

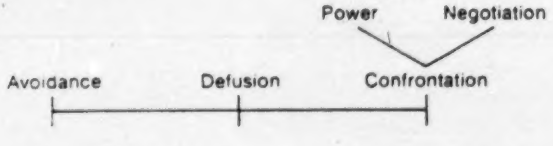
Conflict is a daily reality for everyone. Whether at home or at work, an individual's needs and values constantly and invariably come into opposition with those of other people. Some conflicts are relatively minor, easy to handle, or capable of being overlooked. Others of greater magnitude, however, require a strategy for successful resolution if they are not to create constant tension or lasting enmity in home or business.

The ability to resolve conflict successfully is probably one of the most important social skills that an individual can possess. Yet there are few *formal* opportunities in our society to learn it. Like any other human skill, conflict resolution can be taught; like other skills, it consists of a number of important subskills, each separate and yet interdependent. These skills need to be assimilated at both the cognitive and the behavioral levels (*i.e.*, Do I understand how conflict can be resolved? Can I resolve specific conflicts?).

RESPONSES TO CONFLICT SITUATIONS

Children develop their own personal strategies for dealing with conflict. Even if these preferred approaches do not resolve conflicts successfully, they continue to be used because of a lack of awareness of alternatives.

Conflict-resolution strategies may be classified into three categories—avoidance, defusion, and confrontation. The accompanying figure illustrates that avoidance is at one extreme and confrontation is at the other.



A Continuum of Responses to Conflict Situations

Avoidance

Some people attempt to avoid conflict situations altogether or to avoid certain types of conflict. These people tend to repress emotional reactions, look the other way, or leave the situation entirely (for example, quit a job, leave school, get divorced). Either they cannot face up to such situations effectively, or they do not have the skills to negotiate them effectively.

Although avoidance strategies do have survival value in those instances where escape is possible, they usually do not provide the individual with a high level of satisfaction. They tend to leave doubts and fears about meeting the same type of situation in the future, and about such valued traits as courage or persistence.

Defusion

This tactic is essentially a delaying action. Defusion strategies try to cool off the situation, at least temporarily, or to keep the issues so unclear that attempts at confrontation are improbable. Resolving minor points while avoiding or delaying discussion of the major problem, postponing a confrontation until a more auspicious time, and avoiding clarification of the salient issues underlying the conflict are examples of defusion. Again, as with avoidance strategies, such tactics work when delay is possible, but they typically result in feelings of dissatisfaction, anxiety about the future, and concerns about oneself.

Confrontation

The third major strategy involves an actual confrontation of conflicting issues or persons. Confrontation can further be subdivided into *power* strategies and *negotiation* strategies. Power strategies include the use of physical force (a punch in the nose, war); bribery (money, favors); and punishment (withholding love, money). Such tactics are often very effective from the point of

view of the "successful" party in the conflict: He wins, the other person loses. Unfortunately, however, for the loser the real conflict may have only just begun. Hostility, anxiety, and actual physical damage are usual byproducts of these win-lose power tactics.

With negotiation strategies, unlike power confrontations, both sides can win. The aim of negotiation is to resolve the conflict with a compromise or a solution which is mutually satisfying to all parties involved in the conflict. Negotiation, then, seems to provide the most positive and the least negative byproducts of all conflict-resolution strategies.

NEGOTIATION SKILLS

Successful negotiation, however, requires a set of skills which must be learned and practiced. These skills include (1) the ability to determine the nature of the conflict, (2) effectiveness in initiating confrontations, (3) the ability to hear the other's point of view, and (4) the utilization of problem-solving processes to bring about a consensus decision.

Diagnosis

Diagnosing the nature of a conflict is the starting point in any attempt at resolution through negotiation. The most important issue which must be decided is whether the conflict is an ideological (value) conflict or a "real" (tangible) conflict—or a combination of both. *Value conflicts* are exceedingly difficult to negotiate. If, for example, I believe that women should be treated as equals in every phase of public and private life, and you believe they should be protected or prohibited in certain areas, it would be very difficult for us to come to a position that would satisfy us both.

A difference of values, however, is really significant only when our opposing views affect us in some real or tangible way. If your stand on women's place in society results in my being denied a job that I want and am qualified to perform, then we have a negotiable conflict. Neither of us needs to change his values for us to come to a mutually acceptable resolution of the "real" problem. For example, I may get the job but, in return, agree to accept a lower salary or a different title or not to insist on using the all-male executive dining room. If each of us stands on his principles—maintaining our value conflict—we probably will make little headway. But if, instead, we concentrate on the tangible effects in the conflict, we may be able to devise a realistic solution.

The Israeli-Arab conflict provides a good example of this point. In order to settle the tangible element in the conflict—who gets how much land—ideological differences do not need to be resolved. It is land usage that is the area of the conflict amenable to a negotiated settlement.

It is important to determine whether a conflict is a real or a value conflict. If it is a conflict in values resulting in nontangible effects on either party, then it is best tolerated. If, however, a tangible effect exists, that element of the conflict should be resolved.

Initiation

A second skill necessary to conflict resolution is *effectiveness in initiating a confrontation*. It is important not to begin by attacking or demeaning the opposite party. A defensive reaction in one or both parties usually blocks a quick resolution of differences. The most effective way to confront the other party is for the individual to state the tangible effects the conflict has on him or her. For example: "I have a problem. Due to your stand on hiring women as executives, I am unable to apply for the supervisory position that I feel I am qualified to handle." This approach is more effective than saying, "You male chauvinist pig—you're discriminating against me!" In other words, confrontation is not synonymous with verbal attack.

Listening

After the confrontation has been initiated, the confronter must be capable of *hearing the other's point of view*. If the initial statement made by the other person is not what the confronter was hoping to hear, defensive rebuttals, a "hard-line" approach, or explanations often follow. Argument-provoking replies should be avoided. The confronter should not attempt to defend himself,

explain his position, or make demands or threats. Instead, he must be able to engage in the skill termed *reflective* or *active* listening. He should listen and reflect and paraphrase or clarify the other person's stand. When the confronter has interpreted his opposition's position to the satisfaction of the other person, he should again present his own point of view, being careful to avoid value statements and to concentrate on tangible outcomes. Usually, when the confronter listens to the other person, that person lowers his defenses and is, in turn, more ready to hear another point of view. Of course, if both persons are skilled in active listening, the chances of successful negotiation are much enhanced.

Problem-Solving

The final skill necessary to successful negotiation is the use of the problem-solving process to negotiate a consensus decision. The steps in this process are simply stated and easy to apply. (1) Clarifying the problem. What is the tangible issue? Where does each party stand on the issue? (2) Generating and evaluating a number of possible solutions. Often these two aspects should be done separately. First, all possible solutions should be raised in a brainstorming session. Then each proposed solution should be evaluated. (3) Deciding together (not voting) on the best solution. The one solution most acceptable to all parties should be chosen. (4) Planning the implementation of the solution. How will the solution be carried out? When? (5) Finally, planning for an evaluation of the solution after a specified period of time. This last step is essential. The first solution chosen is not always the best or most workable. If the first solution has flaws, the problem-solving process should be begun again at step 1.

Since negotiation is the most effective of all conflict-resolution strategies, the skills necessary to achieve meaningful negotiation are extremely important in facing inevitable conflicts.

Suggested Activity

See also "Conflict Fantasy: A Self-Examination," in the Structured Experiences section of this *Annual*.

Joan A. Stepsis

REFERENCES

Gordon, T. *Parent effectiveness training*. New York.: Peter H. Wyden, Inc., 1971. This book outlines a similar approach to negotiating, emphasizing parent-child conflicts. It also contains several exercises relevant to a number of the skills discussed in this lecturette. The author is indebted to Gordon for his differentiation of "real" vs. "ideological" conflicts.

Wiley, G. E. Win/lose situations. In J. E. Jones and J. W. Pfeiffer (Eds.), *The 1973 annual handbook for group facilitators*. San Diego: University Associates, 1973, 105-107.

Source: The 1974 Annual Handbook for Group Facilitators, University Associates,
Joan A. Stepsis

Resources/ Bibliography

Course 1 - Putting It All Together and Taking It Home

Module

Audiovisual Reference Materials

VIOLENT YOUTH: THE UNMET CHALLENGE

Juvenile violence, as well as violent crime of all forms, has increased throughout the United States at an alarming rate in recent years.

Though violent behavior is often discussed by all of us, little is known about its actual causes; even less is known about appropriate methods for dealing with such behavior.

Youths associated with violent crimes do, however, appear to come from similar backgrounds: poor economic and social environments and/or disorganized and turbulent family situations.

Proper treatment of these offenders and rehabilitative techniques are another battleground fraught with disagreement and opinion. This film attempts to offer no answers in these areas; rather, with an honest and fair approach, it takes a hard look at what is currently being done to rehabilitate violent youth. Additionally, the film asks us all to think about whether society is, in fact, preventing violence or provoking it.

We meet and listen to three serious offenders--youths confined for armed robbery and homicide--as they talk about their experiences. And we hear from the professionals as well--a chief of police, a director of a correctional facility, and a family court judge. Each discusses the way these youths are currently being handled and expresses his or her opinions on recidivism and rehabilitation.

What you will hopefully get from this hard-hitting film is a starting point where open discussion by parents, workers in youth community-service agencies, law enforcement and corrections personnel can begin.

Color Film, 23 minutes
Purchase: $380
Rental Fee: $60 (per week)
Distributor: Lori Krinitz
Media Department
Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 223-2568
(800) 223-2569

Previewed by NSRN staff.

PROJECT AWARE

David Crawford, an ex-felon, co-founded Project Aware in 1972 while serving time in Terre Haute, Indiana, Federal Penitentiary. His basic objective was to deal frankly with the consequences of and alternatives to juvenile delinquency.

Crawford knows what he's talking about.

Born in Savannah, Georgia, in 1947, Crawford had little interest in elementary school because he was larger and brighter than most of his classmates.

Crawford became rebellious. He stole his first candy bar when he was nine, then started taking money from his mother's purse. Soon, he and friends stole hubcaps, then tires, then entire cars. The law caught up with him when he was 11. He was in reform school off and on for two years.

Crawford escaped from the confines of reform school after earning a high school diploma and enlisted in the Army at 13 by lying about his age. For the next two years, he took college level courses until the Army discovered his true age and gave him an honorable discharge.

Afterwards, in Atlanta, Crawford worked briefly for both the police and fire departments, but moved on before they discovered his real age. From there, he moved to New York City where, at age 18, he turned to a life of serious crime and drugs.

Crawford hit the streets for five years, peddling dope, stealing cars, and working for organized crime--all to maintain a comfortable lifestyle and a $1,000 per week cocaine habit.

He also became the wholesaler in a multi-million dollar bogus money ring. He was arrested in 1971 and sent to prison. His 10-year sentence was for counterfeiting, interstate transportation of stolen vehicles, and breaking and entering.

Although Crawford had been associated with crime for some time, this was his first experience within prison walls and he was not accustomed to the cellblock atrocities. Once, he got involved in a prison riot, which led to 18 months of solitary confinement.

Crawford re-evaluated himself during his time in solitary. He examined his rebellious attitude and became determined to regain his identity as an active member of society.

He read volumes of law books and sociological studies about crime. Once out of solitary, he became involved in civic organizations and eventually became the president of the Wabash Valley Jaycees, the group which helped Project Aware get started. In fact, Project Aware received the U.S. Jaycees national award as the best youth assistance program in 1973.

Crawford, after his parole in 1975, helped form the Northwest Legal Research Corporation in Great Falls, Montana, to work on Indian civil rights cases.

PROJECT AWARE (Continued)

A major portion of Crawford's self-imposed rehabilitation in prison was Project Aware. In a most effective manner, he uses the simple concept of communicating with young people on a personal level to attack a complex social problem--juvenile delinquency and crime.

The ultimate strength of this film is that each young member of the viewing audience immediately seems to identify with David Crawford "on the screen" and sit in stunned silence after the screening.

From the ensuing discussions and later reactions one message rings through loud and clear: "I'll think not twice, but a hundred times, before I want to experience what David Crawford just shared with me."

Color Film, 16mm, 8mm, and Videocassette, 30 minutes
Purchase: $450
Rental Fee: $50
Distributor: Mary Hanson
Perrennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
Telephone: (312) 433-1610

Previewed by NSRN staff.

YOUTH TERROR: THE VIEW FROM BEHIND THE GUN

A dramatic new documentary examining juvenile crime. From 1960-75, juvenile arrests climbed an alarming 293% and continue to mushroom. Nearly 43% of the arrests for serious FBI offenses in 1975 were juveniles. Youthful offenders tell their stories: why they break the law; who gets robbed; how they feel toward their victims. They are young people who feel they have been left out of the American dream and alienation, rage and despair are the result.

All of the major young characters have committee crimes; the majority have been arrested, many have multiple convictions. YOUTH TERROR attempts to convey a sense of the disordered, unjust world they see around them through an exploration of their lives, their motives and their feelings. An ABC News Closeup.

Color Film, 48 minutes
Purchase $695
Rental Fee: $70
Distributor: Deborah Richmond
McGraw-Hill Films
McGraw-Hill Book Company
110 - 15th Street
Del Mar, CA 92014
Call Collect: (714) 453-5000, ext. 34

Previewed by NSRN staff.

RAPE: ESCAPE WITHOUT VIOLENCE

The purpose of this rape prevention film is to teach women how to stop a rapist in a nonviolent manner. The premise is that few women are trained to have the mental attitude or strength to physically resist an attacker. This film was written and narrated by a woman who was raped and now teaches rape prevention to women's groups and classes.

The film begins by showing what steps to take to avoid getting in a rape situation in the first place. Since 30% of all rapes occur in the woman's home, it stresses important measures to take to insure security at home, such as always locking doors and windows, having keys in hand when arriving home, not opening doors to strangers, and not giving out any information over the phone.

The film also tells how to plan routes for optimum safety when walking, and how to evaluate the safety of a location. Most important, it demonstrates "body language" that makes a woman less vulnerable to rapists and various ways of projecting confidence and strength.

Even when something seems "not quite right," there are numerous ways to escape to safer environs and avoid contact with a potential rapist. Unfortuately, many women fear asserting themselves because they don't want to be embarrassed. The film depicts some of these situations and offers solutions that may feel awkward initially but are certainly preferable to what could happen if the man in question did turn out to be a rapist.

Color Film, 16mm, 8mm, videocassette, 18 minutes
Purchase: $270
Rental Fee: $27
Distributor: Mary Hanson
Perrennial Education, Inc.
477 Roger Williams
P. O. Box 855 Ravinia
Highland Park, IL 60035
Telephone: (312) 433-1610

Previewed by NSRN staff.

HIGH SCHOOL

"HIGH SCHOOL shows no stretching of minds. It does show the overwhelming dreariness of administrators and teachers who confuse learning with discipline. The school somehow takes warm, breathing teenagers and tries to turn them into 40-year old mental eunuchs... No wonder the kids turn off, stare out windows, become surly, try to escape...The most frightening thing about 'High School' is that it captures the battlefield so clearly; the film is too true." Peter Janssen, Newsweek.

B & W Film,75 minutes
Rental Fee: $135
Distributor: Pipporah Films
54 Lewis Wharf
Boston, MA 02110
Telephone: (617) 742-6680

Previewed by NSRN staff.

CHILDREN IN TROUBLE: A NATIONAL SCANDAL

Best documentary film to show the dehumanizing effect of the juvenile justice system.

Film, 28 minutes
Purchase: $260
Distributor: Film-Makers, Inc.
400 N. Michigan Avenue
Chicago, IL 60611
Telephone: (312) 644-7444

Not previewed by NSRN staff.

BAD BOYS

Alan and Susan Raymond have put together a disturbing film on kids who break the law. Bad Boys is disturbing because it forces its audience to confront the fact that the barrier between adults and children may be unbridgeable. The experts haven't agreed on a set of answers, but one comes away from Bad Boys wondering whether these hardened kids are worth saving, or, if they are, where the country is going to find people with the patience and the quality of mind to deal with these boys and girls.

Part I: Bryant High School: a typical American high school--with a 20% truancy rate.
Part II: Spofford Juvenile Center: a controversial detention facility in the South Bronx holding 10-16 year old children awaiting trial--at a cost of $65,000 per child/per year.
Part III: Brookwood Center: a maximum security prison for boys under 16 years, who have committed designated felonies.

B&W, 16mm film, or videocassette
Purchase: $1200 (film)
$ 800 (videocassette)
Rental Fee: $150 (print/cassette)
Distributor: Video Verite'
927 Madison Avenue
New York, NY 10020
Telephone: (212) 249-7356

Previewed by NSRN staff.

ACQUAINTANCE RAPE PREVENTION

In an attempt to combat "acquaintance" rape, the National Center for the Prevention and Control of Rape is making available this school year a package of four educational films and accompanying discussion guide materials for teachers and students. The materials, intended for use in junior and senior high schools, colleges, and community organizations, are designed to provide young adults with strategies for preventing "acquaintance" rape.

According to FBI Uniform Crime Reports, the majority of reported rapists are between 15 and 24 years of age, and, among teenagers, the rapist and victim often know one another through relationships that range from close family friend to casual acquaintance.

Four Color 16mm Films
Four Teacher's Film Guides. Discussion Posters and Student Fact Sheets
Distributor: C. Edgar Bryant
Vice President for Sales
Association Films, Inc.
1111 North 19th Street
Suite 404
Arlington, VA 22209
Telephone (703) 525-4475

Previewed by NSRN staff.

Audios

PROBLEMS OF YOUTH

Troubled teenagers from slums and suburbs frankly discuss their problems. Coping with family tension, drug abuse, delinquency, and truancy, they are eager to explain themselves. A concerned mother and a successful teenage girl are also interviewed. Designed to stimulate discussion in adult and student groups, each session is accompanied by several questions to help the group leader focus group response.

The program was prepared by Philip Kaminstein with the assistance of the staff of the Berkshire Institute for Training and Research in Canaan, New York.

Tape #1

Gloria -- Seeking to avoid problems at home, Gloria, a vivacious 14-year-old, took to the streets of the inner city. Pat -- Undergoing rehabilitation for drug abuse, Pat at 18 shares the details of her drug history and the insights gained through this experience.

Tape #2

Phil -- Unsuccessful at school, Phil makes observations which are pertinent about schools, teachers, and curriculum. Mrs. Schaefer -- Mrs. Schaefer discusses her difficulties in handling her oldest son who became deeply involved in drugs and delinquency.

PROBLEMS OF YOUTH (Continued)

Tape #3

Richard -- Abandoned by his father at nine, Richard describes his stealing, vandalism and other difficulties. Joe -- A 15-year-old middle-class youngster relates his serious delinquent history to his difficulties with his adopted mother.

Tape #4

Amy -- A self-assured, ambitious high school senior, Amy offers a critique of her school in terms of curriculum, discipline and teachers. John -- John, a school troublemaker, feels he was often unjustly accused. Chronic truancy led to court and institutionalization.

Tape #5

Mary -- Mary talks about sexual problems. About her boyfriend she says, "I feel he's the only one who ever loved me." Gary -- At age 15, Gary is an articulate youngster who reflects upon the frustrations which led him to drugs.

Tape #6

Tom -- Tom, an appealing 13-year-old, discusses his confusing parentage and disorganized home. Abused by his adopted father and then his step-father, he is not hoping for a happier life with his mother. Pete -- A member of a wealthy family, 15-year-old Pete tells how he became delinquent "just for the fun of it."

Purchase: $12.95 each (cassettes)
$72.00 Set of all six cassettes

Distributor: Lori Krinitz
Media Department
Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 223-2568
(800) 223-2569

Not previewed by NSRN staff.

Course 1

Putting It All Together and Taking It Home

ACKNOWLEDGEMENTS

Module 1.1 was written by Ms. Tamar Orvell, and the rest of the course was written by Ms. Brenda Bryant with the review and assistance of Ms. Kamer Davis and the NSRN National Center Staff. Additional input was provided by Ms. Terri Hausmann.

Resource Request Form

Please send me the following *National School Resource Network* Resource Materials:

Name _____ **Phone** _____

Title _____ **School** _____

Address _____
(Street)

_____
(City) **(State)** **(Zip)**

Course Ref. I-D	*Title*	*No. Copies*